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ABSTRACT

Six major concepts form the framework for this first grade nutrition education curriculum: (1) Food is essential for all living things (identifying basic food groups and classifying processed foods into basic food groups); (2) Nutrition is the food you eat and how the body uses it (recognizing how food choices are related to a healthy body, characteristics of a healthy person, and understanding that food eaten is related to growth); (3) Food is made up of different nutrients needed for health and growth (identifying nutritious food and snacks); (4) All persons throughout life need the same nutrients, but in different amounts (recognizing that all family members can plan meals using the basic food groups and realizing how serving sizes differ in the family); (5) Food production and sanitation affect food quality (understanding how food is marketed and the necessity of cleanliness in dealing with food); and (6) Eating is a behavioral activity which affects individuals socially, emotionally, and physiologically (recognizing the necessity of good table manners and making food choices from a menu). Class activities are outlined for each concept and accompanied by illustrations and resources for teachers. Supplementary materials are provided. (JD)

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NUTRITION EDUCATION CURRICULUM

ARKANSAS DEPARTMENT OF EDUCATION

SP 025 296

ARKANSAS
DEPARTMENT OF EDUCATION
FIRST GRADE CURRICULUM

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1983

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SP 025 296

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ARKANSAS NUTRITION EDUCATION AND TRAINING PROGRAM

OVERVIEW

Legislative Origin and Program Implementation

November 10, 1977, Public Law 95-166 was passed amending the Child Nutrition Act of 1966 authorizing the Secretary of Agriculture to provide funds for development and implementation of comprehensive nutrition information and education in public schools, private non-profit schools, and child care institutions.

Paragraph (c) of Section 19 defines the term "nutrition information and education program" as a multidisciplinary program by which scientifically valid information about foods and nutrients is imparted in a manner that individuals receiving such information will understand the principles of nutrition and seek to maximize their well-being through food consumption practices. Nutrition education programs under the amended law are to include, but not be limited to, instruction of students, education staff, foodservice personnel, and parents (target groups), utilizing fully the school lunch and child nutrition programs as "learning laboratories". Two underlying objectives of the amendment are as follows:

(1) Increase participation in Child Nutrition Programs.

(2) Reduce plate waste in the food service operation.

Program implementation under the law utilizes the school cafeteria as a "learning laboratory" tying together what the child is learning about nutrition with what he is doing in the cafeteria and require team effort of the educational staff and Food Service staff. If menus served correlate with classroom learning experiences, it will require close cooperation and planning of both components, i.e., teachers and foodservice personnel.

INTRODUCTION

The curriculum guide for elementary children in Schools of Arkansas is designed to assist teachers to facilitate nutrition education activities within the existing subject areas of instruction. Nutrition Education and Training for the teachers is desirable. However, the curriculum units have been designed for easy interpretation and utilization for individuals with or without previous training.

The framework of the guide is derived from six major concepts. Within the individual concepts, there are expected outcomes to be achieved by students. The access for achievement is through the guidelines of this curriculum. Guidelines are a "road map" to assist educational personnel in arriving at a specific destination. The classroom teacher may change, expand, and adapt these guidelines according to the levels of their students.

The Ashdown Title IV-C Nutrition Project serves as the core curriculum with supplemental materials adopted from Arkansas Developer Schools.

PREFACE

These materials have been prepared to provide Administrators, Educational Staff and Food Service Personnel of Child Care Institutions with ideas, suggestions and techniques of implementing nutrition education into established subject areas for a "total school nutrition program" as intended in P.L. 95-166.

Nutrition Education is a "multidisciplinary" area in the total educational process and should be an integral part of the whole curriculum forming an essential base for the most important asset every child possesses....the potential of developing to the fullest.

Instructional methods and materials should relate subject matter content to the Food Service Programs in which the school lunch facility is employed as a learning laboratory, to stimulate the learning processes of children relative to their ability to understand their nutritional needs.

Just as good nutrition is the foundation of good health, the total food intake a child furnishes to his body is an essential part of his mental, physical, and emotional alertness. Learning what to eat and why, learning to make wise food selections, and applying this knowledge to everyday life must be taught! Nutrition advocates, (Food Service Directors and staff, teachers, administrators and parents), who practice good nutrition must realize that what they do is more important than what they say in teaching young children about food. School feeding programs provide actual participation where the concepts of good nutrition can be experienced. The effectiveness of a nutrition education program is dependent upon those individuals participating in the child's education. Educators must possess basic, usable knowledge, secure enough to critically read nutrition materials and master the techniques and tools to motivate children toward better nutrition as a way of life.

ARKANSAS NUTRITION EDUCATION PROGRAM
Curriculum Guide
for
Elementary Grades One, Two and Three

Concept I: Food is essential for all living things.

Level A: Identify basic food groups. Classify foods in natural form in basic food groups.

Level B: Identify and define processed foods. Classify processed foods into basic food groups.

Level C: Identify food varieties produced in local area and classify by food group.

Concept II: Nutrition is the food you eat and how the body uses it.

Level A: Recognize that food choices are related to a healthy body.

Level B: Identify characteristics of a healthy person. Identify things that help us grow. Recognize food choices are related to healthy bodies.

Level C: Understand that the food eaten is related to growth both in children and animals.

Concept III: Food is made up of different nutrients needed for health and growth.

Level A: Identify the basic food groups. Classify foods into the food groups.

Level B: Recognize own eating habits. Willingly taste and identify foods previously unfamiliar.

Level C: Identify nutritious food and snacks.

Concept IV: All persons throughout life need the same nutrients, but in different amounts.

Level A: Recognize that all family members can plan meals using the basic food groups.

Level B: Realize that serving size differs for family members.

Level C: Realize that serving size is affected by age, sex, health status.

Concept V: Food production and sanitation affects food quality.

Level A: Realize how food is marketed.

Level B: Identify food in various forms. Understand simple steps in processing and transporting cost.

Level C: Recognize that clean food is necessary for safety. Be aware of peer pressure on selecting a place to eat.

Concept VI: Eating is a behavioral activity which affect individuals socially, emotionally, and physiologically.

Level A: Recognize manners appropriate for home and school. Practice table manners, good food habits, and good citizenship.

Level B: Contribute to the appearance of the school cafeteria.

Level C: Make food choices from a menu. Make suggestions on where family can eat away from home. Be aware of peer pressure in selecting a place to eat.

CONCEPT I

FOOD IS ESSENTIAL FOR ALL LIVING THINGS

Concept I	Food is essential for all living things.
Sub-Concept A	Identify basic food groups. Classify foods in natural form in basic food groups.
Learner Outcome	Students learn the basic food groups.
Behavioral Objective	Students understand that foods fall into categories depending on what they are made of.
Measurement	Students identify basic food groups and be able to group foods into these groups.

Learning Activities	Teachers Resources
1. Show pictures to students and ask them to identify different foods.	1. Food Models Dairy Council
2. To be sure students can identify a variety of foods have them do "Match the Sound" activities.	2. Match the Sound (first consonant, consonant blends, etc.) Food Models Dairy Council
3. Introduce students to new foods by conducting tasting parties using foods they are not familiar with.	3. Various Foods (Teachers choice)
4. Introduce the basic food groups using poster. To identify foods in each food group ask: "What other way can you enjoy milk? meat? fruit-vegetable? bread-cereal?"	4. State of Florida Department of Citrus "Basic 4 Poster"
5. Present filmstrip "Basic Food Groups" and discuss the four food groups.	5. "Basic Food Groups" Eye Gate Media
6. Make food group train out of empty milk cartons. Cut cartons in half and label with one of the food groups. Have the children put food models or magazine pictures in correct car.	6. Milk cartons Food Models Magazines

Concept I	Food is essential for all living things.
Sub-Concept A	Identify basic food groups. Classify foods in natural form in basic food groups.

Learning Activities	Teachers Resources
7. Pass out food models to students. Ask who has milk group cards to stand, show their card, and tell the class what it is. (can be done for other food groups).	7. Food Models
8. Sort food models into groups of five (four of one group and one that does not belong). Pass out to your students and let them stand at the front of the room showing their cards. Let the class determine which food doesn't belong.	8. Food Models
9. Have students do activity 4 & 5 McDonald's Nutri-Pak.	9. Nutrition Action Pack McDonald's
10. Look at pp. 46-47 in health book and discuss what the children are eating. Each day discuss with students what they will be eating in the cafeteria and the food group each food belongs.	10. Your Health Laidlaw Brothers Cafeteria
For Fruit and Vegetable Group	
11. Discuss fruits and vegetables and why they are good for us. Show poster cards and determine what is a fruit and what is vegetable.	11. Vegetable & Fruit Posters and/or Cards Milton Bradley
12. Read Johnny Appleseed. Have the students discuss various characteristics of apples. Let students make applesauce or eat raw apples.	12. Johnny Appleseed by Lavere Anderson
13. Use separate pages for F/V group from Goods Foods Color Book. Discuss each and let students color.	13. Good Foods Color Book U.S.D.A. (May be duplicated)

Concept I	Food is essential for all living things.
Sub-Concept A	Identify basic food groups. Classify foods in natural form in basic food groups.

Learning Activities	Teachers Resources
14. Let each student plant a radish seed, take care of it, then each child can eat the one he grows.	14. Radish Seeds Dirt Container
15. Let students put a list of F/V names in ABC order. Have a tasting party with various foods that were in the list.	15. Assorted F/V Pictures Example: broccoli, celery, cauliflower, carrot, orange, apple, grapes.
16. Make a bulletin board with two trees, one labeled fruit, the other vegetable. Have the children look through magazines and find pictures of each and put on the trees.	16. Magazines
17. Pumpkin carving activity-Teacher will carve pumpkin. Take out the seeds and let the students count them while you carve. Clean the seeds and toast in the microwave. Discuss different things that can be made from pumpkin.	17. Pumpkin
18. To aid in Language skills make games and puzzles using F/V shapes (apple, bananas, pear...)	18. Teacher made
19. Make Mr. Fruitman, hold up orange and say "this is his body. What is it?" Children respond. Do the same for head, legs, arms, eyes, and mouth...Put each one up on the wall as children guess. (Construction paper model.) Make a sign for the children to read the parts.	19. Let's Teach Nutrition" NET-Arkansas

Concept I	Food is essential for all living things.
Sub-Concept A	Identify basic food groups. Classify foods in natural form in basic food groups.

Learning Activities	Teachers Resources
20. Fill 2 jars with water. Break a carrot in two pieces. Put one piece in each container. Talk about the growth each will make and why. Refill water in one and let the other go dry. Let children watch for growth and changes. Carrot tasting experience. (Can also be done with sweet potato in water.)	20. Carrots Jars
For bread and Cereal Group	
21. Read Little Red Hen. What other foods can be made from wheat? Put up posters of cereal. Make a bulletin board using "Fred, the Horse who likes Bread" and read the story.	21. Little Red Hen By William Hodsworth "I'll Be a Baker" Childcraft # 1 p. 159 Posters-Kellogg's Co. "Fred the Horse Who Likes Bread" Four Food Group List U.S.D.A.
22. Use separate pages for B/C group from Good Foods Color Book. Discuss each and let students color.	22. Good Foods Color Book U.S.D.A. (May be duplicated)
23. Discuss how bread comes from the farm to the table. Read story "Life of a Loaf of Bread" from resource room. Duplciate story and let students color as the story is read.	23. "Life of a Loaf of Bread" resource room (origin unknown) "Bread from the Farmer's Field to Your Toaster"

Concept I	Food is essential for all living things.
Sub-Concept A	Identify basic food groups. Classify foods in natural form in basic food groups.

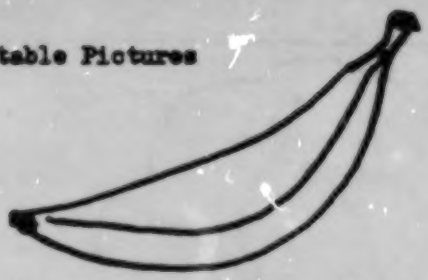
Learning Activities	Teachers Resources
24. Hole-in-One -- Have a tasting party. Let the students punch a hole in a canned biscuit and place in a skillet of shortening or oil. After they are golden brown, roll donuts in powdered sugar. Other ideas for tasting parties might be various breads, crackers, taco shells, cereals.	24. Biscuits Oil-shortening Powdered sugar
25. Take a field trip to a bakery.	25. Community
For Meat Group	
26. How it is good for us.	26. Four Food Group Set
27. Use separate pages for meat group from Good Foods Color Book. Discuss each and let children color.	27. Good Foods Color Book U.S.D.A. (May be duplicated)
28. Have figures of cow, pig, chicken, on wall. Have students cut out pictures of meat and paste them on the animal it comes from.	28. Magazines
29. Discuss other foods in Meat group that aren't actually meat -- egg, beans, peanut butter. Let children do art activity using various dry beans.	29. Assorted dry beans Blue, Paper
30. Tasting Party ideas -- difference in peanut butter, raw peanuts, dry roasted peanuts, luncheon meat, cooked eggs, canned meat or fish.	30. Food items needed for snacks

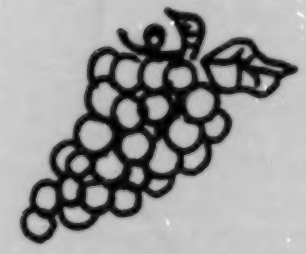
Concept I — Food is essential for all living things.

Sub-Concept A — Identify basic food groups. Classify foods in natural form in basic food groups.

Learning Activities	Teachers Resources
For the Milk Group	
31. Discuss with the students why we need to drink milk every day. Importance to our teeth and bones.	31. Four Food Group Set
32. Use separate pages for milk group from Good Foods Color Book. Discuss each and let students color.	32. Good Foods Color Book U.S.D.A. (May be duplicated)
33. Discuss different foods made from milk. Use pictures from magazines. Let students find milk or milk product pictures from magazines and let them paste them on a cow poster on the wall.	33. Food: Your Choice Level 1 National Dairy Council
34. Tasting Party ideas -- Orange Cow-mix milk, orange juice, and sugar in blender. After it is mixed, pour into glasses and put a small scoop of sherbert on top. Other ideas - yogurt, cottage cheese with fruit or jello; pudding; buttermilk; milkshakes; various kinds of cheese.	34. Milk Products Recipe for Orange-Cow 2 T. Orange Juice - frozen 1 c. Milk 2 T. Sugar 1 pt. Orange sherbet (Serves 10-15)
35. Bulletin Boards: Stepping Stone -- Four stones, one each for the food groups.	35. Materials as needed
36. Don't Clown Around -- Eat Right! -- Have a clown holding balloons with food pictures on each balloon.	

Name the Fruit and Vegetable Pictures

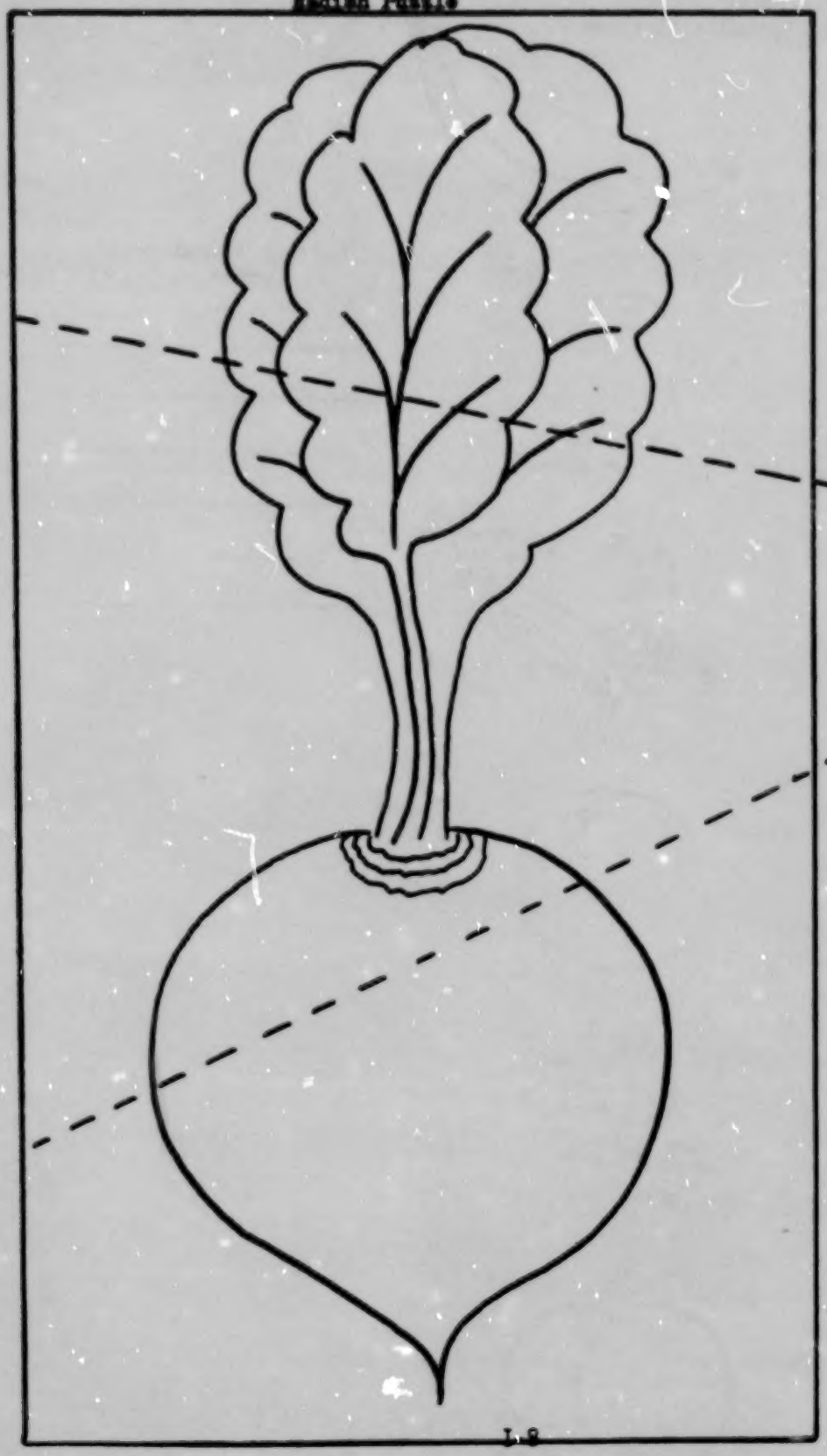




List in Alphabetical order:

I-7

Radish Puzzle



Color

Cut out

Put back together

L.S

Applesauce and Other Fruit Sauces

1 medium-size apple for each serving
sugar, about ½ tablespoon for each serving, to taste

1. Wash apples, and polish them with paper towels (for fun)
2. Cut into quarters, but do not core or peel. (Skins add to the flavor)
3. Add about 1 inch of water to the saucepan, and bring the water to a boil.
4. Add apples and simmer, covered, about 30 minutes, or until they can be mashed against the side of the pan easily. (This cooking can be done by the teacher out of the school hours.)
5. Cool, and allow children to put the apples through the food mill, sieve, colander or ricer.
6. Discard skins and cores.
7. Add sugar to taste. Brown sugar, raw sugar, or honey can also be used.

Have one of the children serve applesauce to the others.

I-9

Recipe From: Cool Cooking for Kids. McClenahan and Jaqua, FearonPitman Publishers, Inc. 6 Davis Drive, Belmont, Ca. 94002, p. 110.

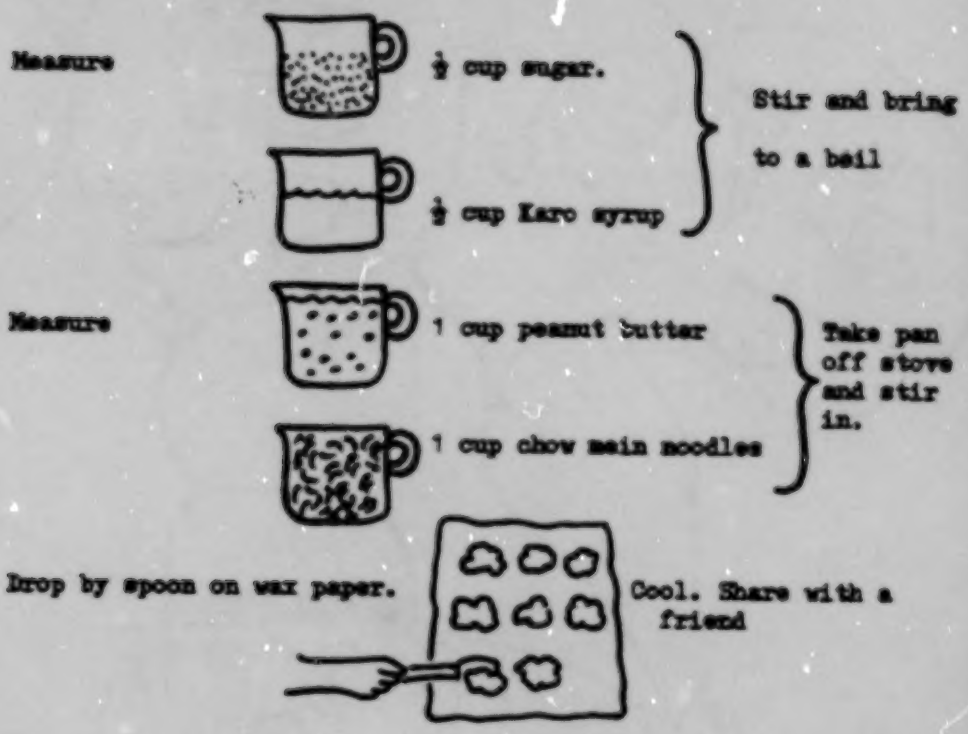
Who Am I? _____

What Do I Make? _____

How many servings of the things I make do you need a day? _____

Draw a picture of something I make.

PEANUT CRISPIES


Measure
½ cup sugar.
½ cup Karo syrup
Stir and bring to a boil
Measure
1 cup peanut butter
1 cup chow mein noodles
Take pan off stove and stir in.
Drop by spoon on wax paper.
Cool. Share with a friend

I-11

Taken from: Cooking in the Classroom. Janet Bruno and Peggy Dakan. Fearon-Pitman Publishers, Inc., 6 Davis Drive, Belmont, Ca. 94002.

I-12

How many seeds do you Count ???

Answer :

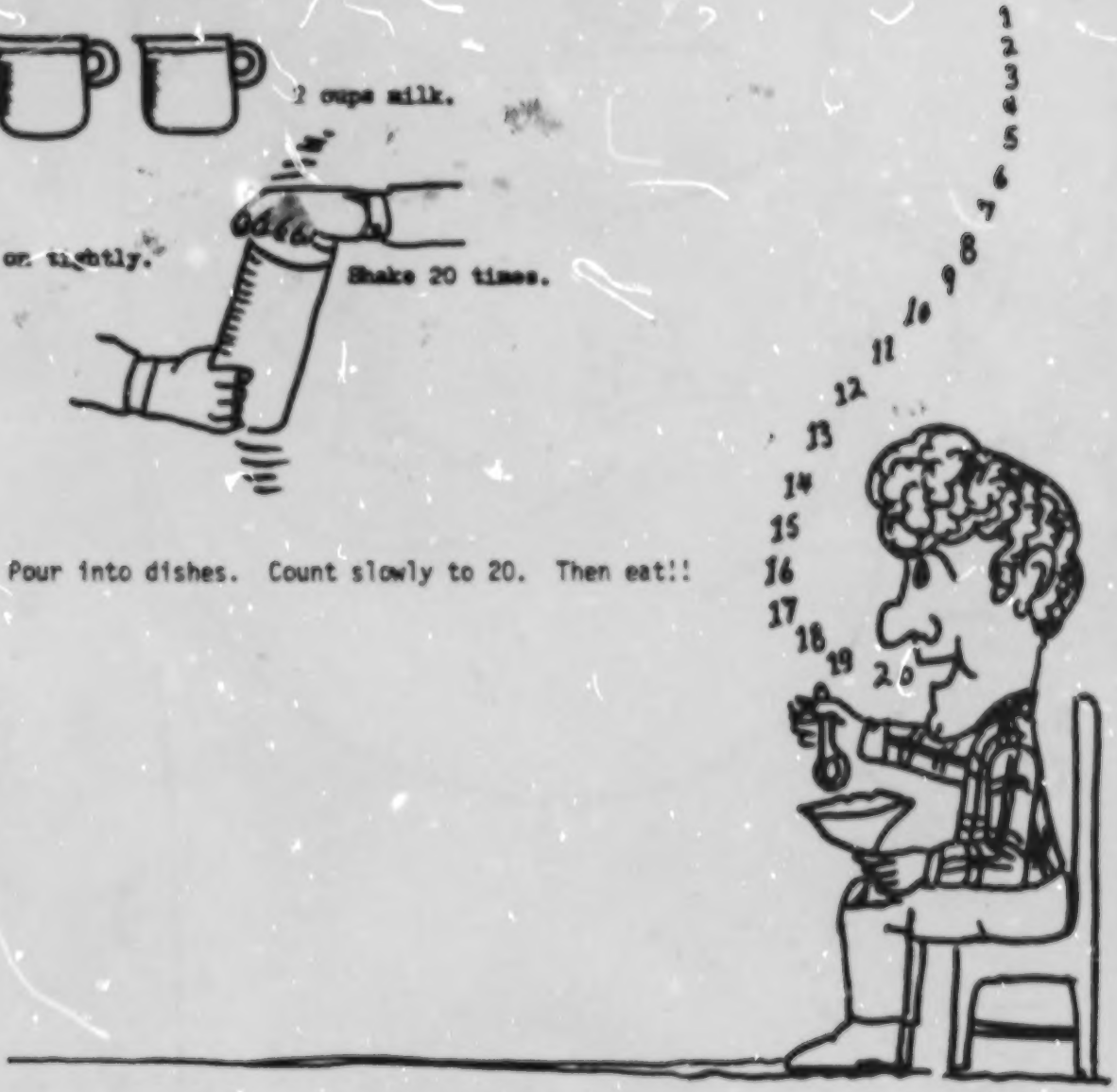
Shake-a-Puddin'

Put in shaker 1 small package instant pudding.

Add: 2 cups milk.

Put top on tightly. Shake 20 times.

Pour into dishes. Count slowly to 20. Then eat!!



Taken From: Cooking in the Classroom. Janet Bruno and Peggy Dakan. Pearson-Pitman. 6 Davis Drive, Belmont, Ca. 94002.
I-14

Concept I	Food is essential for all living things.
Sub-Concept B	Identify and define processed foods. Classify processed foods into basic food groups.
Learner Outcome	Students become aware that foods are processed so we will receive them fresh and in a form edible for us to eat.
Behavioral Objective	Students understand that foods are processed.
Measurement	Identify processed foods.

Learning Activities	Teachers Resources

1. Have students bring milk cartons, yogurt containers, bread bag or tie tag, cereal boxes and meat labels from home to learn that certain foods are fresh-dated and should not be purchased if the date has passed.

2. Discuss the term and meaning of "Processed Foods".

3. Play "Supermarket Game" by letting student pick a name or a picture out of a bag and placing it in the section of the store it belongs in.

Supermarket sections

Dairy Case
Bakery
Delicatessen
Meat Counter
Produce Section
Frozen Case
On the Shelves

Concept I	Food is essential for all living things.
Sub-Concept B	Identify and define processed foods. Classify processed foods into basic food groups.

Learning Activities	Teachers Resources
4. Let the students hear "I Know a Grocer" and discuss how foods arrive at the store.	4. Henriod, L. I Know a Grocer. New York: G.P. Putmans' Son, 1970.
5. Bring examples of foods before and after processing.	

Supermarket Game Sections

Dairy Case

Bakery

Delicatessen

Meat Counter

Produce Section

Frozen Case

On the Shelves

I-17

I am your neighborhood Grocer

What do I DO? _____

_____

_____

_____

Color Me

I-18

Concept I	Food is essential for all living things.
Sub-Concept C	Identify food varieties produced in local areas and classify by food group.
Learner Outcome	Students learn that the same food can have different varieties and tastes.
Behavioral Objective	Students become familiar with different food varieties
Measurement	Students can name foods and can group several varieties into their food group.

Learning Activities	Teachers Resources

1. Ask farmers to come to the class and bring samples of what they raise.
2. Have a tasting experience using all the different types of apples.
3. Bring different varieties of oranges - ones with seeds and ones without.
4. Bring several types of bread products (white, wheat, rye, barley, etc.,) and have a tasting experience.
5. Bring several types of cheeses and have a tasting experience.
6. Have students report on family gardens or farms.

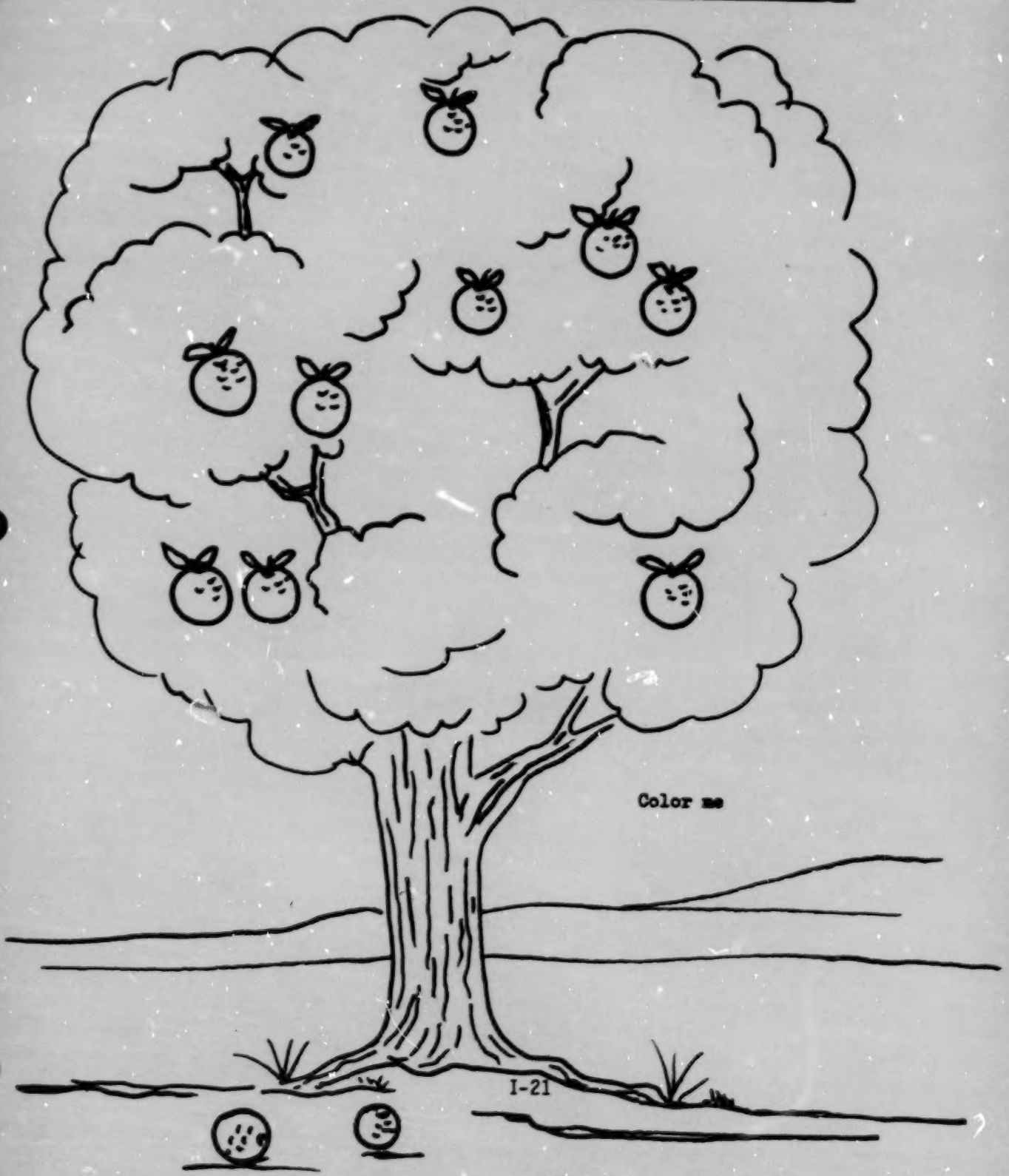
Concept I	Food is essential for all living things.
Sub-Concept C	Identify food varieties produced in local areas and classify by food group.

Learning Activities	Teachers Resources
7. Have students bring in different seed packages and make a bulletin board or collage for display.	
8. Get food service workers to keep can labels and have students make food models.	8. Food Service Workers

ORANGE TREE

How many oranges do you count on me?_____

What color are oranges?_____



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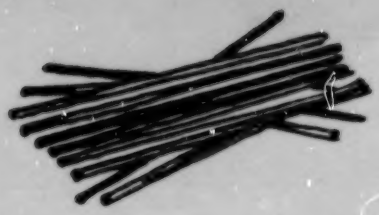
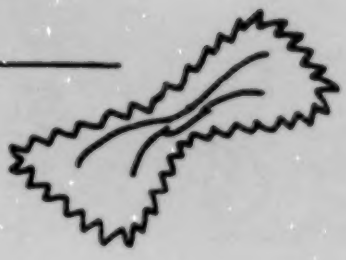
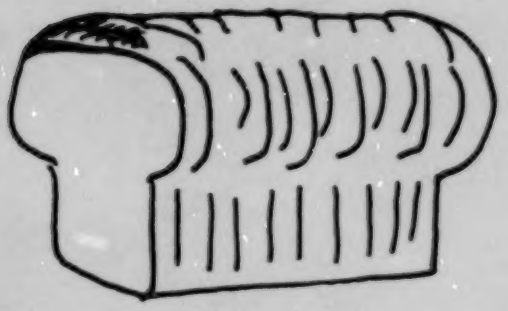
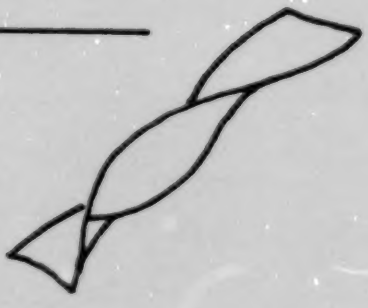
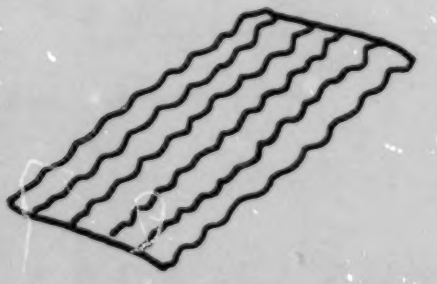










I - 22

CONCEPT II

NUTRITION IS THE FOOD YOU EAT AND HOW THE BODY USES IT

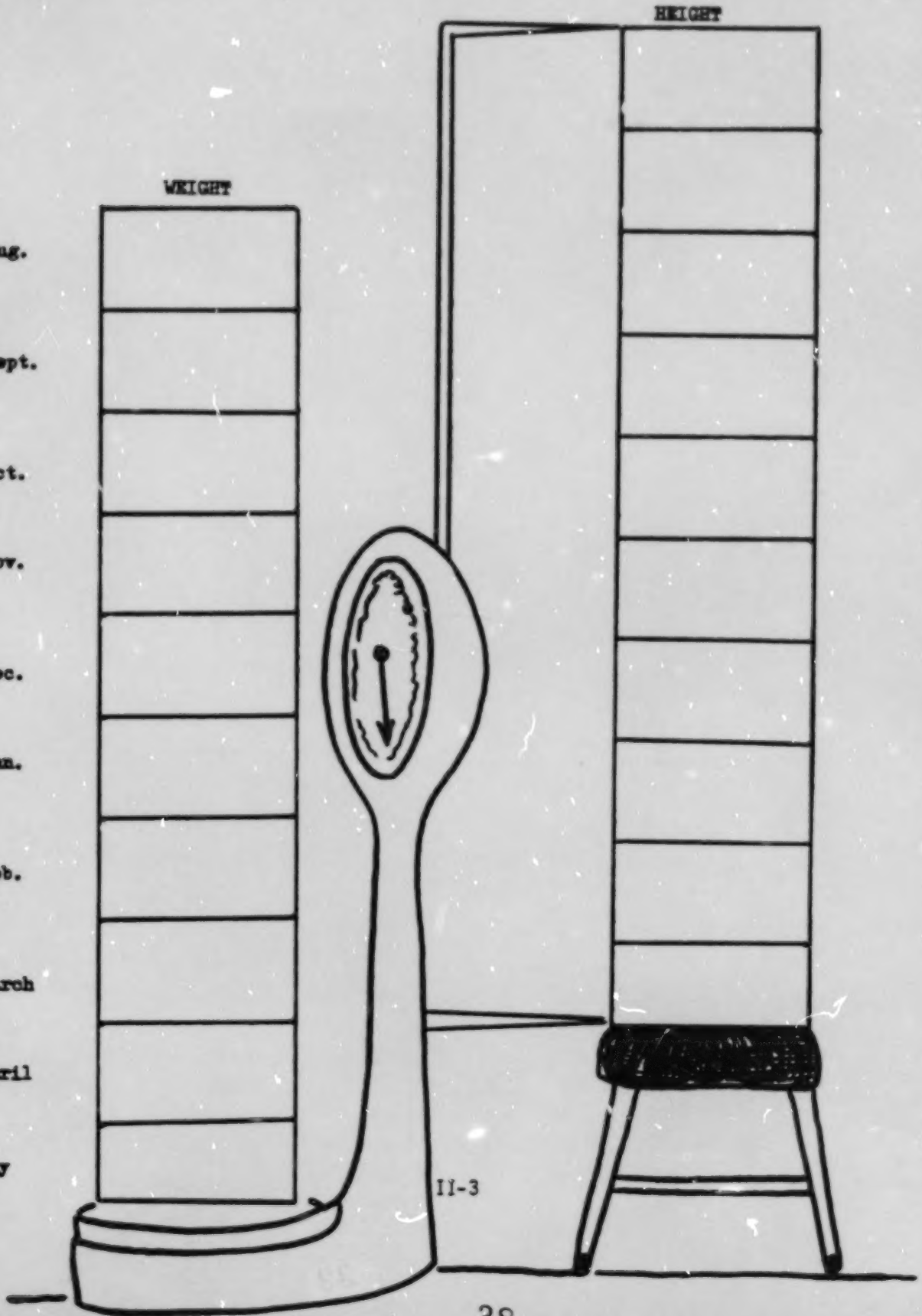
Concept II	Nutrition is the food you eat and how the body uses it.
Sub-Concept A	Recognize that food choices are related to a healthy body.
Learner Outcome	Students learn that they need the right foods to be healthy.
Behavioral Objective	Students understand that they should choose nutritious foods to grow properly.
Measurement	Students can name several foods that give them energy for growth and play.

Learning Activities	Teachers Resources
1. Weigh and measure the students. Keep a wall chart in the classroom of the children's height. Mark each month. Ask the children how they can tell they are growing (clothes and shoes don't fit, pictures...) Read book How Kittens Grow and Chapters III and VI in text.	1. How Kittens Grow by Millicent Selsam Your Health Laidlaw Brothers, Pub.
2. Have each student bring a baby picture and their last school picture (or take snapshots of children in class).	2. Pictures from home.
3. Show poster "Living Things." Talk about how things grow. Show how that plants, animals, and people all must have energy in order to grow. Activity 6 A Unit 1-"Ecology Menu" activity.	3. Food-Your Choice Level 1 National Dairy Council "Ecology Menu" Cling Peach Nutrition Pack
4. Explain that all living things (poster) need energy to grow and move. Both plants and animals need energy but not all living things get energy in the same way. Explain where each item on the poster receives its energy. Activity 6 C Unit 1, Show study prints-We all like Milk...Guide on back of each print	4. Food: Your Choice Level 1 National Dairy Council "We all Like Milk" National Dairy Council

Concept II	Nutrition is the food you eat and how the body uses it.
Sub-Concept A	Recognize that food choices are related to a healthy body.

Learning Activities	Teachers Resources
5. Have children read Activity #3 aloud. This is designed to show children that food provides the energy for animals. Have them draw pictures of foods that they like to eat. All food gives us energy.	5. Nutrition Action Pak McDonald's

Students Name _____



II-3

Concept II	Nutrition is the food you eat and how the body uses it.
Sub-Concept B	Identify characteristics of a healthy person. Identify things that help us grow. Recognize food choices are related to healthy bodies.
Learner Outcome	1) Students realize characteristics of a healthy person. 2) Students understand idea of good food habits. 3) Students understand importance of dental health.
Behavioral Objective	Students understand that they should choose nutritious foods to grow properly.
Measurement	Students can name several foods that give them energy for growth and play.

Learning Activities	Teachers Resources
1. Discuss characteristics of a healthy person.	
2. Make a bulletin board about things that make people grow (food, air, water).	
3. Discuss with the class the ideas that you are what you eat. Compare building the body to building a house. Ask questions about choosing good building materials. Show that in order to be strong, building must be done well. Make the class aware that what they put into their bodies now are building blocks for future years.	
4. Tell the class that they will prepare and taste a new food -- maybe new to the whole class. This is a good food which is nutritious. If they enjoy the taste, they might have mother prepare some at home. Children will serve breaded shrimp and tartar sauce. Talk	4. U.S.D.A. Poster on Daily Servings or teacher made poster, frozen breaded shrimp (one per child), tartar sauce, skillet, turner, paper plates or heavy napkins.

Concept II	Nutrition is the food you eat and how the body uses it.
Sub-Concept B	Identify characteristics of a healthy person. Identify things that help us grow. Recognize food choices are related to healthy bodies.

Learning Activities	Teachers Resources
food -- which group, where it's origin is, etc. Teach children how to eat the shrimp.	
5. Make individual serving charts. Have children glue on food pictures in number indicated. Maybe their favorite 3 milk foods, 4 bread and cereal, etc.	
6. Have children bring a picture of a strong healthy person whom they would like to grow up like. Make a bulletin board of "Healthy Friends". Discuss how their bodies can grow up healthy.	
7. Make a puppet friend using puppet patterns on paper sacks. Each child will choose his favorite and have their puppet tell one thing to make strong bodies	
8. Learn the song ABCD Energy.	
9. The teacher will discuss the above objective with the class and explain that today's lesson will show a way to help protect our teeth from decay. (Explain decay in simple terms.) Explain to the class that keeping our teeth clean helps protect them, and that some foods are better for this than others. (Talk about sugar and decay germs.) Give each child 1/2 an oreo cookie to eat. Pass the mirrors and ask class to look at	9. 2 apples, 2 pears, 2 carrots, and an oreo cookie per child. A large tooth model and tooth brush if possible. Several small mirrors.

Concept II	Nutrition is the food you eat and how the body uses it.
Sub-Concept B	Identify characteristics of a healthy person. Identify things that help us grow. Recognize food choices are related to healthy bodies.

Learning Activities	Teachers Resources
their teeth. Discuss what is discovered. Taste pieces of apple, pear or carrot. Observe teeth again. Discuss how these foods help clean teeth. Make sure you explain that they are not substitutes for a toothbrush, they just "help." Discuss toothbrushing. Name other good tooth-helper foods.	
10. a. Keep a room toothbrushing chart. Each day, those with clean teeth may place a "smiley" by their name. b. Using Q-Tips, demonstrate correct brushing techniques. Teacher may use tooth model. c. Make a collage of good tooth cleaner foods. d. Use pamphlet Diet and Dental Health, attached.	
11. View and Discuss the film. Teacher should explain that there are questions in the film strip to answer afterward. Discuss "additional health points" from the guide which accompanies the kit.	11. SVE film set: The Health Adventures of the Lollipop Dragon -- Film food and Growth -- Food Models.
12. Let students do series "The Most Important Person" - Health and Your Body. a. Have each child find a food model mentioned in the film. Use them to work with beginning or ending sounds. b. Make sequence chart of story.	12. "The Most Important Person" by Alex Urban, Distributed by EBE (Encyclopedia Britannica Educational Corporation)

Concept II	Nutrition is the food you eat and how the body uses it.
Sub-Concept B	Identify characteristics of a healthy person. Identify things that help us grow. Recognize food choices are related to healthy bodies.

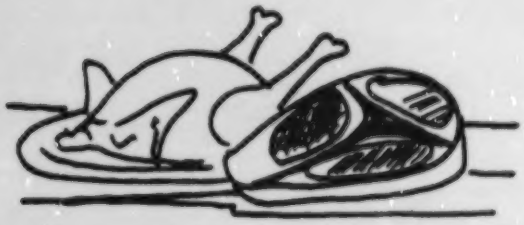
Learning Activities	Teachers Resources
c. Use the nutrition concepts taught for the following day's writing lesson. d. Visit a grocery store to watch the meat market at work	
13. Make a bulletin board about a healthy tooth because of eating food from milk group. What do we get from this group that helps our teeth grow?	13. Bulletin board
14. Let students listen to story "Snacks" and discuss what snacks are good for our teeth and which ones are bad.	14. "Snacks" Eye Gate Media
15. Show filmstrip - "Shining our Teeth", discuss. Show and discuss study print #1 and 3.	15. "Shining our Teeth" Universal Studios "What We do Day by Day" Print #1 and 3 National Dairy Council
16. Show filmstrip - "Report Card Day" and children can do booklet.	16. "Report Card Day" Colgate Company
17. Discuss and demonstrate proper way to brush teeth. Song. Discuss visiting your dentist. "This is the way I Brush My Teeth, Brush My Teeth Brush My Teeth This is the way I Brush My Teeth, at least two times a day."	17. Tune of "Mulberry Bush"
18. Make a ditto and let the students write a story. Cut them out and make a class booklet to be read during free time.	18. My Tooth Story

Concept II	Nutrition is the food you eat and how the body uses it.
Sub-Concept B	Identify characteristics of a healthy person. Identify things that help us grow. Recognize food choices are related to healthy bodies.

Learning Activities	Teachers Resources
19. Do activity sheets from "Learning About Oral Health." Also set of booklets to read to children.	19. Leaning About Your Oral Health Level 1 (530) Oral Health Kit American Dental Association
20. Show filmstrip - Toothtown U.S.A. and do activities. (Use as teacher sees fit)	20. Toothtown U.S.A. National Dairy Council 211 E. Chicago Ave. Chicago, IL 60611
21. Observe National Dental Week	21. Dental week poster

CIRCLE THE NUMBER OF SERVINGS

1 2 3 4 5



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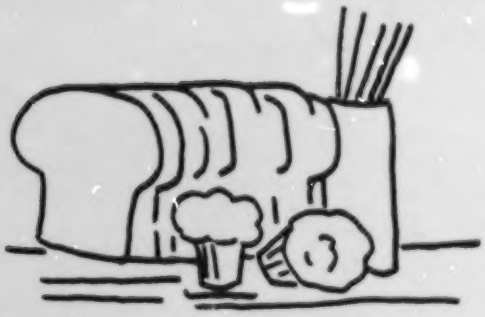

1 2 3 4 5

1 2 3 4 5

CIRCLE THE MILK PRODUCTS

Concept II	Nutrition is the food you eat and how the body uses it.
Sub-Concept C	Understand that food eaten is related to growth both in children and animals.
Learner Outcome	People and animals both need food to grow
Behavioral Objective	Students understand idea that all animals need food to grow.
Measurement	Out of a list of food and non-foods, student can choose items needed for growth.

Learning Activities	Teachers Resources
1. Baby picture contest Ask students to bring baby pictures. Put them on a bulletin board with caption - You've Come a Long Way Baby. Let children vote on various categories (cutest, fattest, baldest etc.) Have children guess who's picture each is.	
2. What am I made of? Worksheets	2. McDonalds' Action Pak
3. Have all students measured and weighed monthly and keep a record.	3. School Nurse
4. Display student's pet's pictures and ask children how much their pet eats and discuss the amount of size differences.	

CONCEPT III

FOOD IS MADE UP OF DIFFERENT NUTRIENTS NEEDED FOR HEALTH AND GROWTH

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into the food groups.
Learner Outcome	To re-introduce students to the basic food groups. To make children aware that everyone needs to eat foods from the basic food groups every day.
Behavioral Objective	Students will understand the reasoning behind separating foods into food groups.
Measurement	Students will be able to identify the basic food groups and can classify foods into these groups.

Learning Activities	Teachers Resources

THIS IS A TWO WEEK LESSON PLAN

Lesson One

NOTE: It is suggested that four weeks be spent on food groups. This first lesson is an attempt to review and add to knowledge previously gained, and therefore the teacher may move at whatever speed is required.

1. Classwork:
   Children will review with the teacher, the information gained in kindergarten regarding the basic food groups. Children may use the food models to classify by food group. The class may see how many foods they can name in each food group.

2. Tasting:
   Tasting experiences for this lesson will accompany the supplementary activities which follow.

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into the food groups.

Learning Activities	Teachers Resources
Lesson One Supplementary Activities	
a. Introduce children to a food from the milk group - we suggest yogurt or pudding.	
b. Teacher will introduce children to a member of the meat group foods. The teacher may choose a food of her choice, or use cheese or peanut butter.	b. Food models. Foods chosen by the teacher. A food for tasting.
c. The teacher will discuss the differences in fruits and vegetables and classify the food models by category. A basic difference which may be taught: most fruits taste sweeter than most vegetables. Exceptions are avocado, tomato, and several other fruits, which we usually call vegetables. Introduce the children to one fruit and one vegetable chosen from those most missed on the pre-test.	
d. The teacher and children will talk about macaroni and why it is in the bread and cereal group. (It is made from the same food substance - flour). The class will watch as the teacher boils the macaroni for tasting. The teacher should use words such as: boil, drain, stir, etc. and give their meanings. After the macaroni is done, the teacher will drain it and add butter or margarine. Children may taste in paper cups with spoons. Afterwards	

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into the food groups.

Learning Activities	Teachers Resources
Lesson One - (con't.)	
children may be given elbow macaroni to color and string for necklaces, to be taken home.	
e. The class will be given food models. Each child should have at least two or three. They will take turns going to the front of the room, identifying their card and placing it in the proper train car.	e. Food models from all the food groups. Food Group Train.
f. Children will complete the chart on master 6 by cutting out the foods on master 5 and gluing them into the proper boxes.	f. Activity Masters 5 and 6 from the McDonald's Nutrition Action Pack.
Lesson Two	
NOTE: There will be no supplementary activities following this lesson. Use "Good Foods Coloring Book" USDA 001-000-2940-1. All parts may be duplicated.	
1. Classwork:	
This booklet should be read, studied and discussed by the teacher and class. It will encompass at least one week's lessons and activities, possibly longer. There is much information included.	1. U.S.D.A. Publication, "Good Foods Coloring Book" available from School Food Service of U.S.D.A. (Stock No. 001-000-02940-1 Cat. No. A1. 68:912/2----one copy per child) Check tasting experience for food supplies.
2. Tasting	
Suggestion: As work is done daily, the following should be	

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into the food groups.

Learning Activities	Teachers Resources

Lesson Two - (con't.)

tasted: orange juice, tomato juice, grapefruit, carrot, mini hamburgers, sweet potato, cabbage, peanut butter, (peanut butter spread on cabbage leaves and rolled is a good tasting experience). Cheese, hot cereal or grits, baked beans (made in the classroom in a slow cooker), fish sticks. These may be added to or taken away, according to teacher of class choice, time limits, or financial support.

THIS LESSON USES FILM STRIPS

Lesson Three

NOTE: This lesson should be taught using one filmstrip per day, Monday-Thursday, and the tasting experience and a discussion on Friday. The filmstrips, to be effective should be shown in the classroom.

1. Classwork:

Show and discuss the film strip according to the teacher's guide. Use food models and chart for student's classification games.

1. Film strips: Food models and pocket chart or display board, 1/2 slice break per child, 1/2 slice of thinly sliced meat, 2 olives, cream cheese, cherries and leaf lettuce. SVE film strips - Nutrition CL575-SAR/SATC

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into the food groups.

Learning Activities	Teachers Resources

Lesson Three - (Con't.)

2. Tasting:

Make an open faced sandwich on 1/2 slice of bread using 1 food from each food group. Spread bread with cream cheese, add meat for mouth, olive eyes, cherry nose, lettuce hair. Discuss the foods represented and their groups.

3. Activities:

a. Draw a picture of your sandwich.
b. Make a pretend sandwich with food models.
c. Use food groups games: Pizza wheels, junk food jack, classification charts.

Lesson Four

1. Classwork:

Follow the teacher's guide for "My Friend the Cow".

1. "My Friend the Cow" by Lois Lenski, available from Dairy Council. (Student books and teacher's guide), a milk group food for tasting (see tasting).

2. Tasting:

Suggestions: cheese, yogurt or pudding made in a milk carton. (Pudding in a carton: each of the children drinks 1/2 of an 8 oz. carton of milk. Add 2 heaping tablespoons of instant pudding mix. Close carton and shake for at least one minute. Allow to sit while singing the two milk songs in the teacher's guide.)

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into the food groups.

Learning Activities	Teachers Resources

Lesson Four - (Con't.)

3. Activities:

See construction and art in the teacher's guide.

Lesson Five

1. Classwork

Monday -- Food Puzzles
Cut pictures of food (Magazine illustrations, or advertising pictures) into a number of pieces. Mount pictures on light cardboard before cutting. Place each picture in envelope. Assign puzzles to individuals or groups. Discuss picture puzzle when it is completed. Example: a carton of milk -- in what good group does it belong? How many servings is required? Name other ways to use milk besides drinking.

Tuesday -- Bean Bag Toss
Let players sit on chairs in a circle. Name one player "It" and give him a bean bag or a small towel tied in a knot. Caution the children to toss carefully so nothing else in the room is touched or damaged. As the player tosses the bean bag to another player, he names a food group. The player catching the bean bag names a food in that group and tosses the bag back to "it", who then throws to another player and

1. Food models, Pictures of food from magazines, advertising pictures from magazines, light cardboard, envelopes, a bean bag or small towel tied in a knot, Red Riding Hood Doll or some other puppet, colorful felt tablecloth made of yellow, red, green, and blue 1/2 yard squares (or poster board), a 12" diameter purple circle to place in the center or nearby the other 4 colors, 6 oranges (sectioned).

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into the food groups.

Learning Activities	Teachers Resources

Lesson Five (Con't.)

names another group. If any player fails to name a food within about 15 seconds, or if he names a food that has already been mentioned, or if he names a food not in the food group, he becomes "it" and must do the tossing.

Wednesday -- For Dinner I Like
This is an alphabet game. The first player starts by saying, "For Dinner I like....." He names something that begins with "a", such as apples, apricots, or asparagus. The second player must name something beginning with "b", such as beans or beets. The third player should prefer cabbage or carrots, and so on down the alphabet, omiting "x" and "z" because it is hard to find foods beginning with those letters. If anyone takes longer than half a minute to name something beginning with his letter, he must drop out of the game.

Thursday - Fruit Basket Turnover.
Everyone is seated. Each person is given the name of a different fruit. Use food models. The leader calls out the name of two fruits. They must chanye places. The leader tries to get one of the seats first. If he does, the one left without a seat is a leader. Then two more fruits are called. Sometimes the leader calls out

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into the food groups.

Learning Activities	Teachers Resources

Lesson Five (Con't.)

"Fruit basket turnover." Everyone must go to a new seat.

Friday -- Little Red Riding Hood's Basket
Children will identify the food group into which individual foods belong. Tell the attached story while holding the doll and the basket or grocery bag of food. Put the good foods table cloth on a table explaining how the different food groups help us grow and have energy. Refer to basic information in "Something the Professor Forgot," "The Good Foods Coloring Book," the "Basic Food Chart", and "Basic Nutrition for the Leader/Teacher/Aide." (Optional-but a surprise) -- Serve Children bite-size samples of a fruit that would make a good snack item. Consider orange wedges, raisins, a prune, a dried apricot, a grape. Just be sure a sample of the food is in the basket. Discuss snack items and the importance of selecting foods that make contributions to cur daily food needs.
Little Red Riding Hood's Basket"
I am sure that all of you remember the story of Little Red Riding Hood - and how she made her way to her Grandmother's house with a nice basket of goodies for lunch.

We are going to take a make- believe trip to Mother Goose Land.

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into the food groups.

Learning Activities	Teachers Resources

Lesson Five (Con't.)

Remember there was a sly ol' wolf in the story. He was making big plans how he could capture Little Red Riding Hood so he could eat all of the goodies she had in her basket.

Little Red Riding Hood was being especially careful of her basket (or shopping bag) of goodies that day because, you see, she knew that her Mother had chosen the foods very carefully so that her sick Grandmother would become well enough to come to visit her again. She loved having her Grandmother visit her.

As she walked down the pathway toward Grandmother's house, she carried the basket ever so carefully - and then she spied the wolf. He immediately approached -- all in a costume in the hopes of disguising himself. But, because Little Red Riding Hood always ate foods from the Basic Four Food Groups every day, her mind was alert and her eyes very bright. She recognized the sly ol' wolf without a second glance. Even though she was quite strong because she always ate her meat and drank her milk every day, she knew that she was no match for the sly ol' wolf. So she screamed again and again and, almost as if

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Sub-Concept A	Identify the basic food groups. Classify foods into the food groups.

Learning Activities	Teachers Resources

Lesson Five (Con't.)

by magic, up ran her old friend the Woodcutter. He got rid of the mean ol' wolf, but, you know he couldn't run so fast had he not always eaten some of the foods from each of the Basic Four every day: Those are Milk, Meat, Fruits, and Vegetables, and Breads and Cereals.

Let's place all four parts of this Basic Four circle (or square) together and make a Good Foods Table Cloth. You see, we have blue for the Milk Group - red for the Meat Group - green for the Fruits and Vegetables Group - yellow for the Bread and Cereal Group. Now wait a minute, here's a purple one - what do you suppose it's doing with our Good Foods Table Cloth? I'll tell you, maybe Little Red Riding Hood's Mother packed a few items in the basket that really don't do anything good for our body. We call them no-food foods or sometimes "empty calorie" foods.

Now that we have our table set, let's open Little Red Riding Hood's Basekt (or shopping bag) and just see what's inside. But before we volunteer, let me tell you what we are going to do! We are going to open up the basket and let each of the volunteers choose a food, one at a time, and

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into the food groups.

Learning Activities	Teachers Resources

Lesson Five (Con't.)

we are going to see how many of us can identify it and decide just where on the Basic Four Table Cloth each one belongs. Now, we are ready for volunteers? (Basic Four chart should be on wall.) The remainder of us need to sit in our seats so that everyone else can see and we can make sure that those up front are doing it just right. Ready -- Open basket.

MILK GROUP - 1 container of milk, and cheese
MEAT GROUP - Hamburger meat, canned fish, dry beans, egg
FRUIT & VEGETABLE GROUP - Irish potato, tomatoes, apple, ear of corn, carrots, orange (if food in bite size pieces is served each child, be sure a sample of the food is in the basket.)
BREAD & CEREAL GROUP - Loaf of bread, roll, box of non-sugared cereal.
OTHER FOOD GROUPS - Cake, syrup, butter, etc.

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into the food groups.

Learning Activities	Teachers Resources

Lesson Six

1. Classwork:

   The teacher will read the story contained in the booklet and discuss with the class the ideas and concepts presented. The story should be read first and the teacher may wish to allow the children to work in these booklets daily for several days, accompanied by a daily review of the concepts.

2. Supplementary Activities:

   a. Work in the booklets, which, when finished should be taken home to mother.
   b. Put up sheets of poster board and allow children to add food pictures to the correct sheet: green, fruit and vegetable; yellow, bread and cereal; red, meat; and blue; milk.
   c. Use the nutrition train to allow children to classify food models by food group.

3. Food Experiences

   1. Carrot Planter 2. Orange popcorn balls 3. Making butter. See attached sheet for instruction on the above activities.

1. One copy of the booklet, "Johnny Goes to Nutrition Land" for each child. (This is a U.S.D.A. publication and can be duplicated.) See food experiences for food choices. Four sheets of colored poster board: red, blue, yellow and green, food train and wide selection of food models.

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into the food groups.

Learning Activities	Teachers Resources

Lesson Six (Con't.)

Additional Food Experiences:

Milk: Make pudding, prepare grilled cheese sandwiches, taste different cheeses, whip cream, reconstitute milk from dry milk and make cocoa.
Meat: Prepare hot dogs, grow beans in a cup, hard cook eggs, crack nuts, make egg salad.
Fruit & Vegetables: Wash and tear lettuce, cabbage or other greens for salad, peel various vegetables and fruits, grow tomatoes, make fruit juice, compare seeds, taste several raw vegetables.
Bread & Cereal: Make biscuits, muffins or rolls, make yeast dough, pop popcorn, grind grain, make a pizza, toast bread.
Other: Make clay from flour, decorate placemats with seeds, have a sniffing party, grow potatoes in a waste basket, make finger puppets of food.

Lesson Seven

1. Classwork:

   Teacher and children will discuss cheese and the source of cheese. When the class has identified cheese as coming from milk, discuss the many types of cheese. Read from reference books about the making of cheese. Discuss the many colors of cheese.

1. 3 cheeses: Muenster, gouda, and mozzarella.

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into the food groups.

Learning Activities	Teachers Resources

Lesson Seven (Con't.)

2. Tasting:

   Identify, view, and describe each of the 3 cheese one at a time.

3. Activities:

   a. Discuss what children eat at home containing milk. Make a collage of pictures.
   b. Draw a cow with favorite milk foods around it.
   c. Make a cheese ball in class of several kinds of cheese and taste.
   d. Sing songs, "M I L K", and "We Drink Milk" from the teacher's guide.

Lesson Eight

1. Classwork:

   The teacher should discuss with the class the following concepts:
   1. cows give us milk
   2. babies need milk
   3. children need milk
   4. adults need milk
   5. Some people do not drink milk, but eat food made from milk. (Discuss the food models)

   Explain to the children that although we cannot see calcium and other nutrients, we know they are in milk. They help us have strong bones and teeth. Discuss the importance of bones and strong healthy teeth.

1. Food models of milk group foods, a picture of model of a cow, 1 souffle cup per child and 1 plastic spoon.

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into the food groups.

Learning Activities	Teachers Resources

Lesson Eight (Con't.)

2. Tasting:

Helpers will pass out cups and spoons. Teacher will tell the children that the class will taste a "new" milk food. Discuss yogurt. Pronounce it several times. Have children pronounce it. Taste and discuss.

3. Activities:

a. Discuss dental helath and how good cleanliness habits also help have strong teeth.
b. Using a skeleton model or picture, talk about how bones help us move. Do exercises and name the body parts that move. Do exercises and name the body parts that move.
c. Discuss milk foods as good snacks. Make a good snack book.
d. Learn to spell and write: milk, bones, teeth, and strong.

Lesson Nine

1. Classwork:

The teacher will give each child a meat food model. The children will come forward, one at a time, and tell about (describe) his food, name it and place it in the "meat car" of the train. This may be repeated several times. After the initial game, the teacher may

1. Dairy Council food models - meat group, Food train, and/or laceups and/or matching games. One half fish stick per child, 2 T. oil, electric skillet, paper towels, turner.

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into the food groups.

Learning Activities	Teachers Resources

Lesson Nine (Con't.)

wish to remove the most familiar models and concentrate on those most missed.

2. Tasting:

Children will prepare fish sticks in the electric skillet and taste. Discuss the meat group and fish products and seafoods.

3. Activities:

a. Make a meat bulletin board.
b. Vote on favorite meat foods on the cafeteria menu for the week.
c. Visit the cafeteria and observe where meat foods are prepared.
d. Use Junk Food Jack or other game cards during free time.
e. Play charade game.

Porcupine Balls

Porcupine Balls

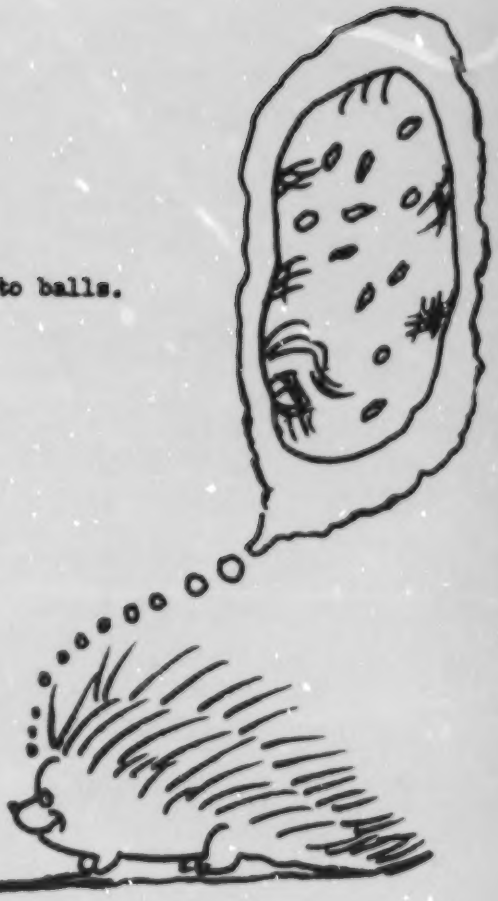
Mix together

- 1½ pounds ground beef,
- ½ cup cooked rice,
- 1 teaspoon salt,
- ½ teaspoon pepper.

} Roll into balls.

Heat in pan

- 1 10-ounce can condensed tomato soup,
- ½ cup water.



III -17

Simmer meat in sauce for 30 minutes.

Taken From: Cooking in the Classroom. Janet Bruno and Peggy Dakan. Fearon- Pitman Publishers, Inc. 6 Davis Drive, Belmont, Ca. 94002.

Do These Vegetables Grow Above the Ground or Under the Ground?

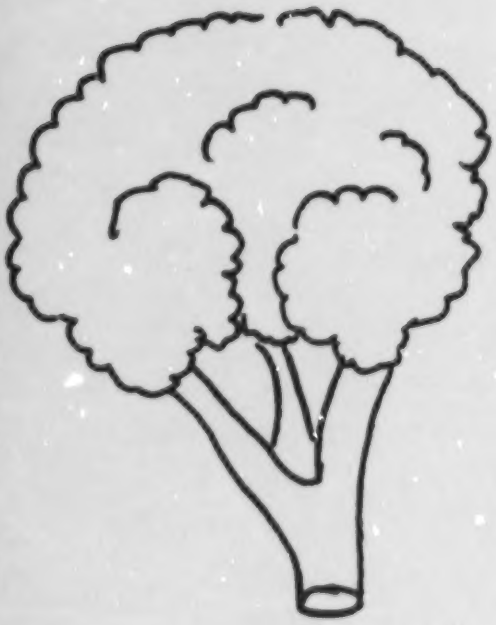
Draw a line under the answer.

A cabbage head grows

above the ground

or

under the ground

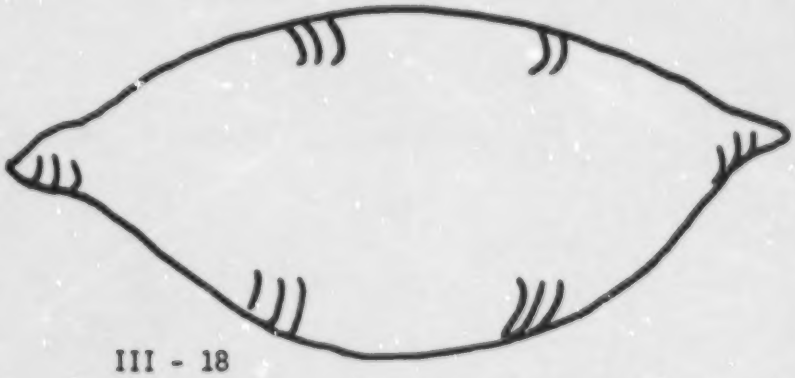


Broccoli grows

above the ground

or

under the ground



A sweetpotato grows

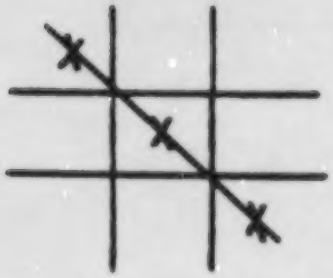
above the ground

or

under the ground

VEGETABLE TIC-TAC-TOE

Put an X on the rows of Irish potatoes to make a line like this:



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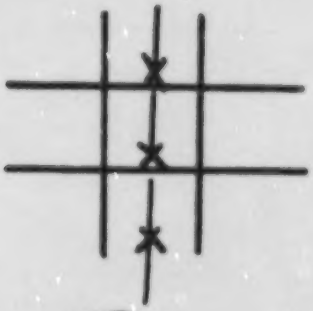
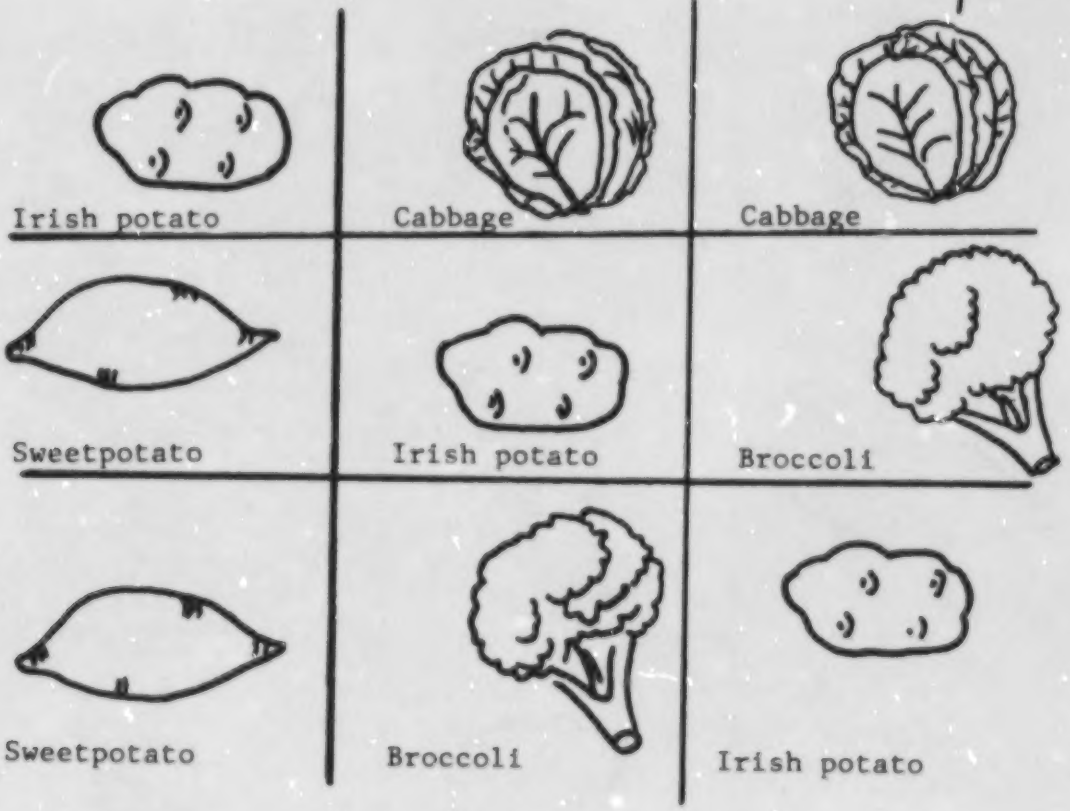




Cabbage

Irish potato

Broccoli

Sweetpotato

Irish potato

Cabbage

Broccoli

Irish potato

Sweetpotato

Sweetpotato

Broccoli

Irish potato

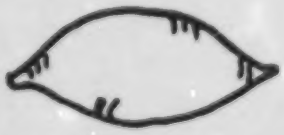
Cabbage

Irish potato

Broccoli

Irish potato

Cabbage



Sweetpotato

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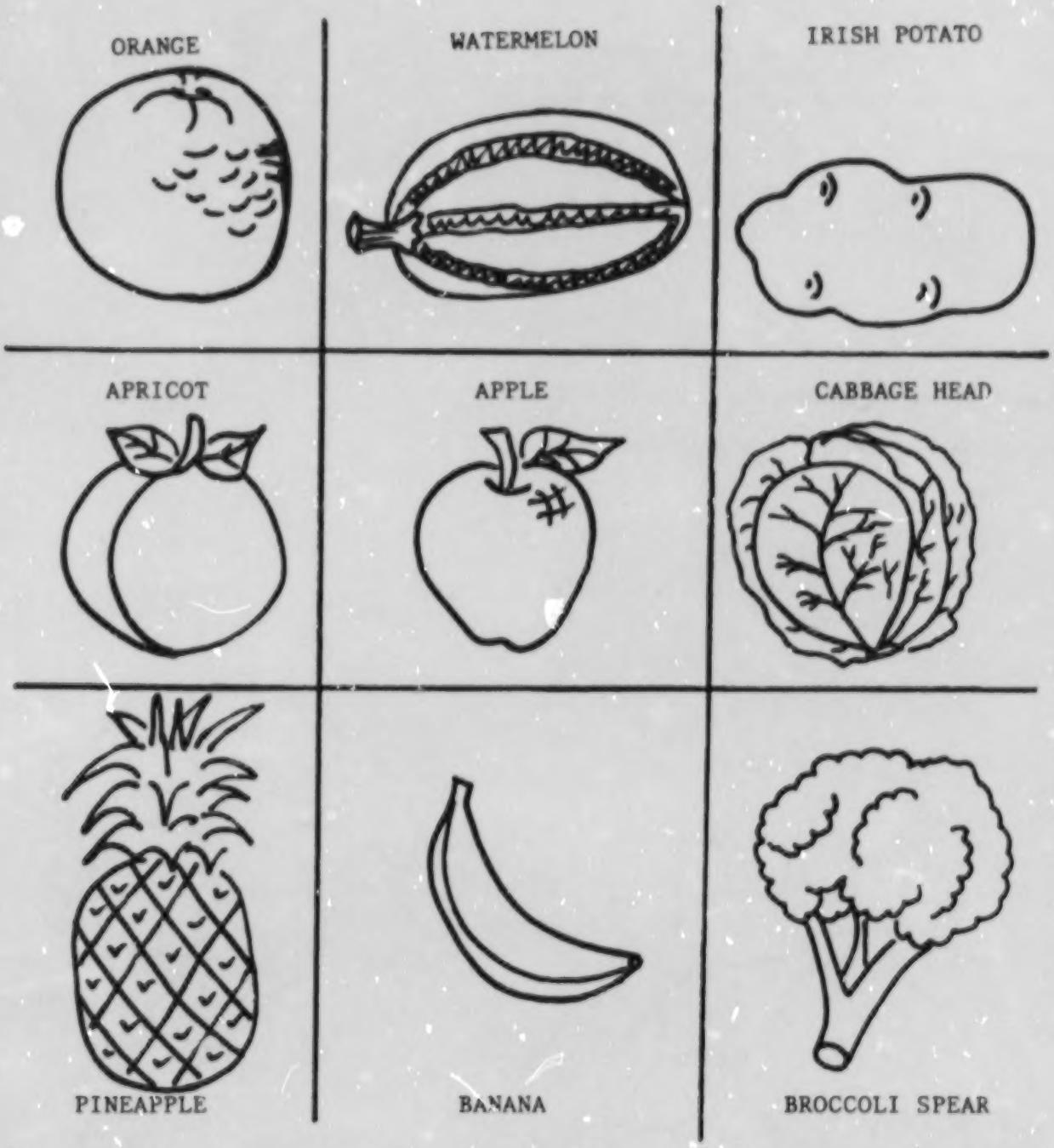


Can you find a row of all vegetables? Ask an older brother or sister, friend or your mom or dad to help you find a row of all vegetables. Put an X on each of the vegetables in the row.

III - 21

What are the names of these vegetables?

1. This vegetable is a dark green color.

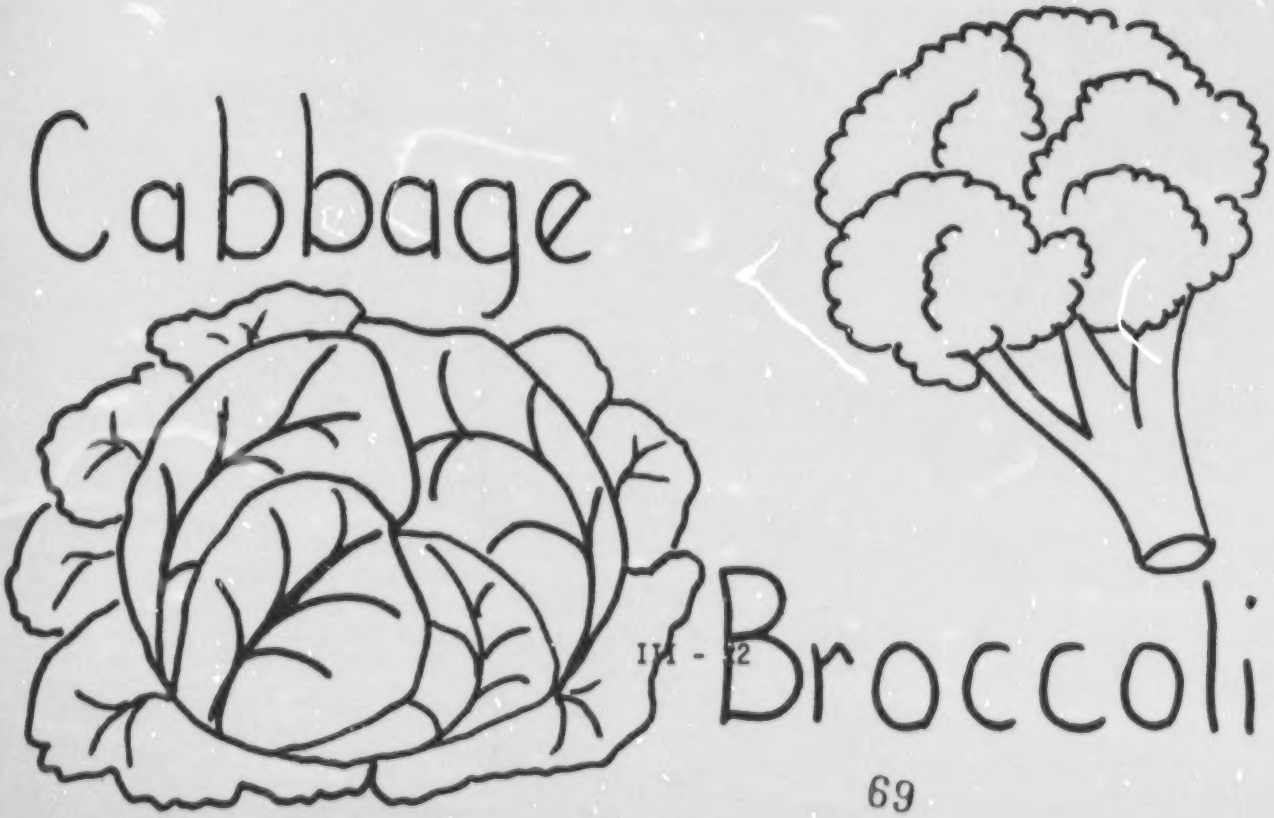
The part of the vegetable you eat is the stem.

The vegetable is b _ _ c _ _ l _.

2. This vegetable is a light green color.

The part of the vegetalbe you eat are the leaves.

The vegetable is a c _ _ _ a g _ head.



A Head of Cabbage.....

Cabbage is a vegetable.

We eat the leaves.

All people and animals eat food to live.

Some vegetables served in the cafeteria are cabbage, broccoli, cauliflower, carrots, greens, tomatoes, celery, Irish potatoes and sweet potatoes.

What is a vegetable you like to eat?_____

Cabbage

I like to eat cabbage.

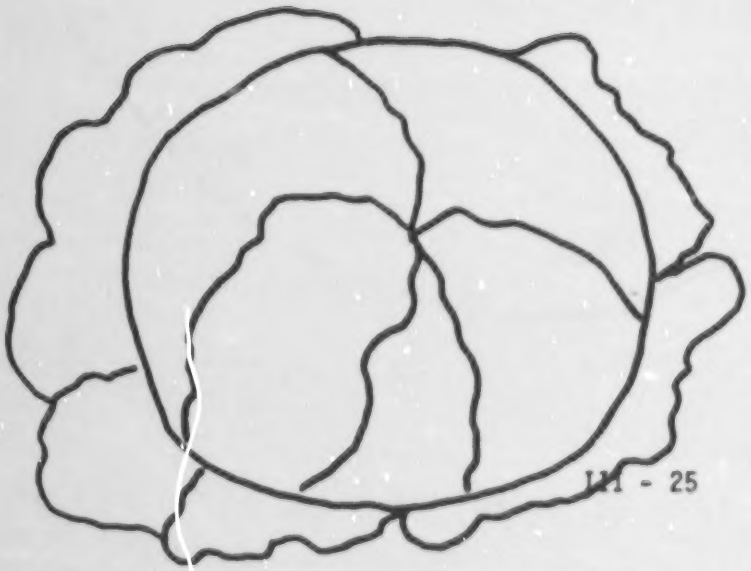
Cabbage is a vegetable.

I eat cabbage for lunch at school.

Name: _____

Foods I Tasted at School

Draw a ring around the foods you tasted at school.



1. Color the apricot
2. Print your name on the apricot
3. Cut out the apricot to put on the tree

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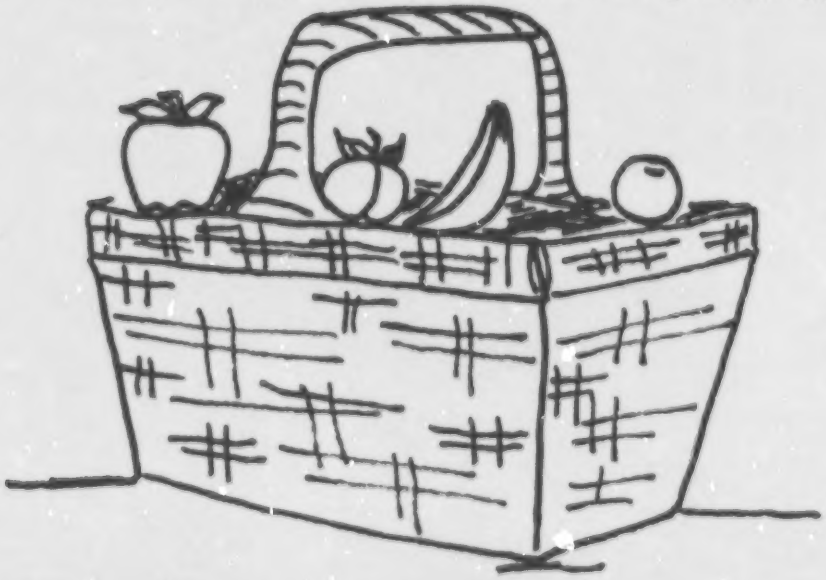
I am an Apricot. Color me yellow-orange

I grow on a tree. I am good to eat for lunch and breakfast.

Can you find the apricot in the basket ? Put a ring around the apricot.



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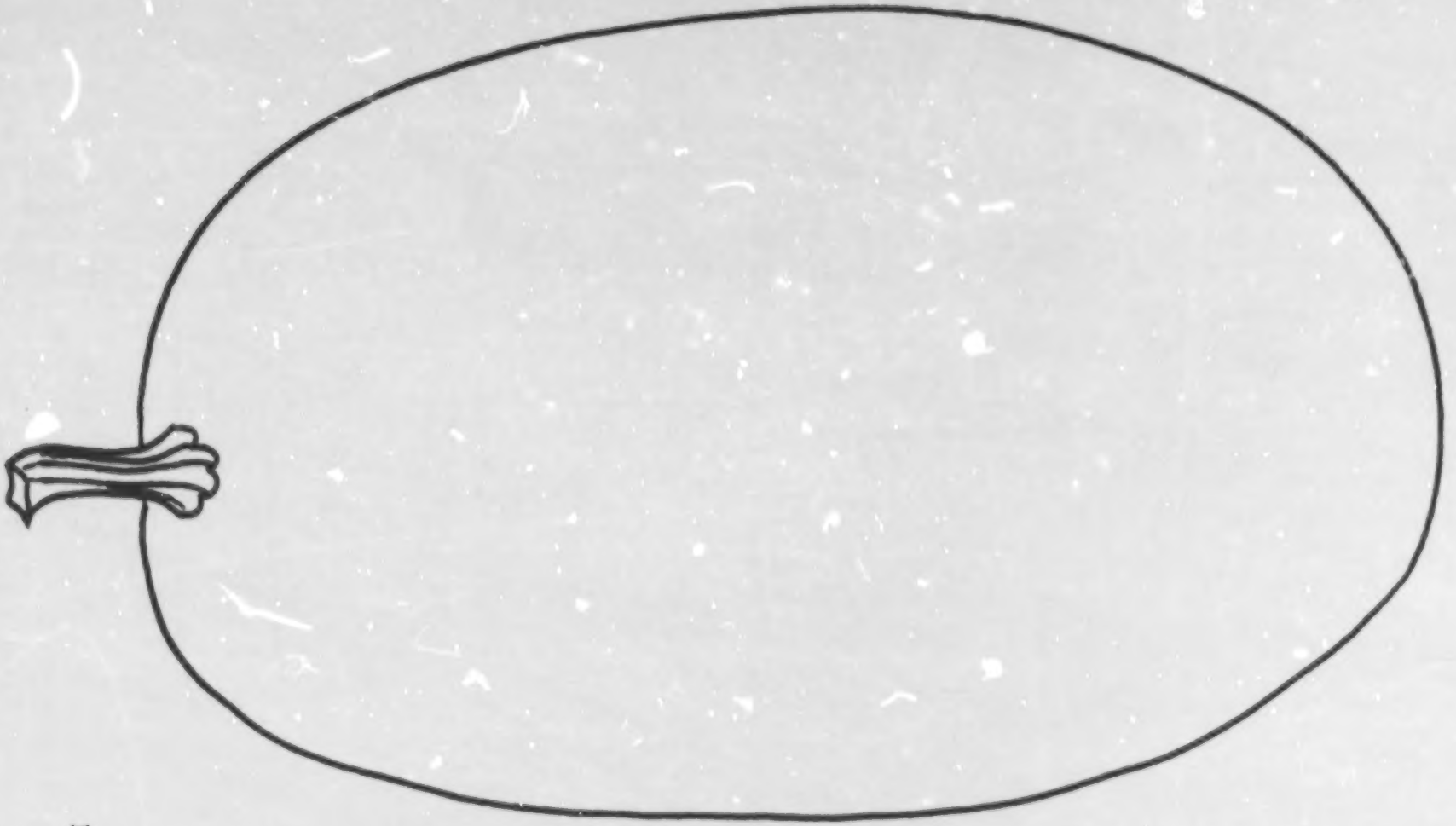


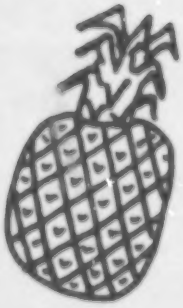
1. Color the watermelon
2. Print your name on the watermelon
3. Cut out the watermelon and put on the watermelon vine.

Fruits are Many Colors

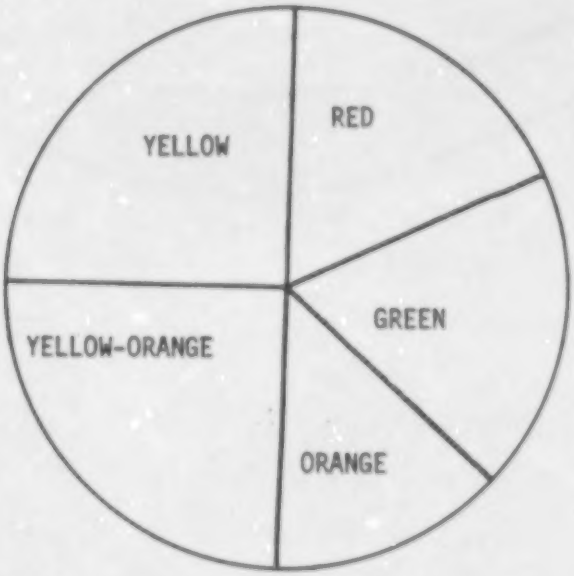
Fruits are many colors. Draw a line from the name of the color in the center to the picture of the fruit on the outside. Some of the fruits can be more than one color.

Orange

Apple



Pineapple



Banana

Watermelon

Apricot

III - 29

1. Color the banana
2. Print your name on the banana
3. Cut out the banana to put on the stalk

TELL A STORY ABOUT APPLES

Tell someone in your family or a friend a story about apples.

You can tell a story about apples to your mother, father, brother, sister, grandmother, grandfather or a friend.

You can tell them about the color of apples.

You can tell them how apples feel when you hold them.

You can tell them how many apple wedges you ate for lunch at school.

You can tell them how apples grow.

How Many Pineapples Are On This Page?

There are pictures of pineapples and other fruits on this page.

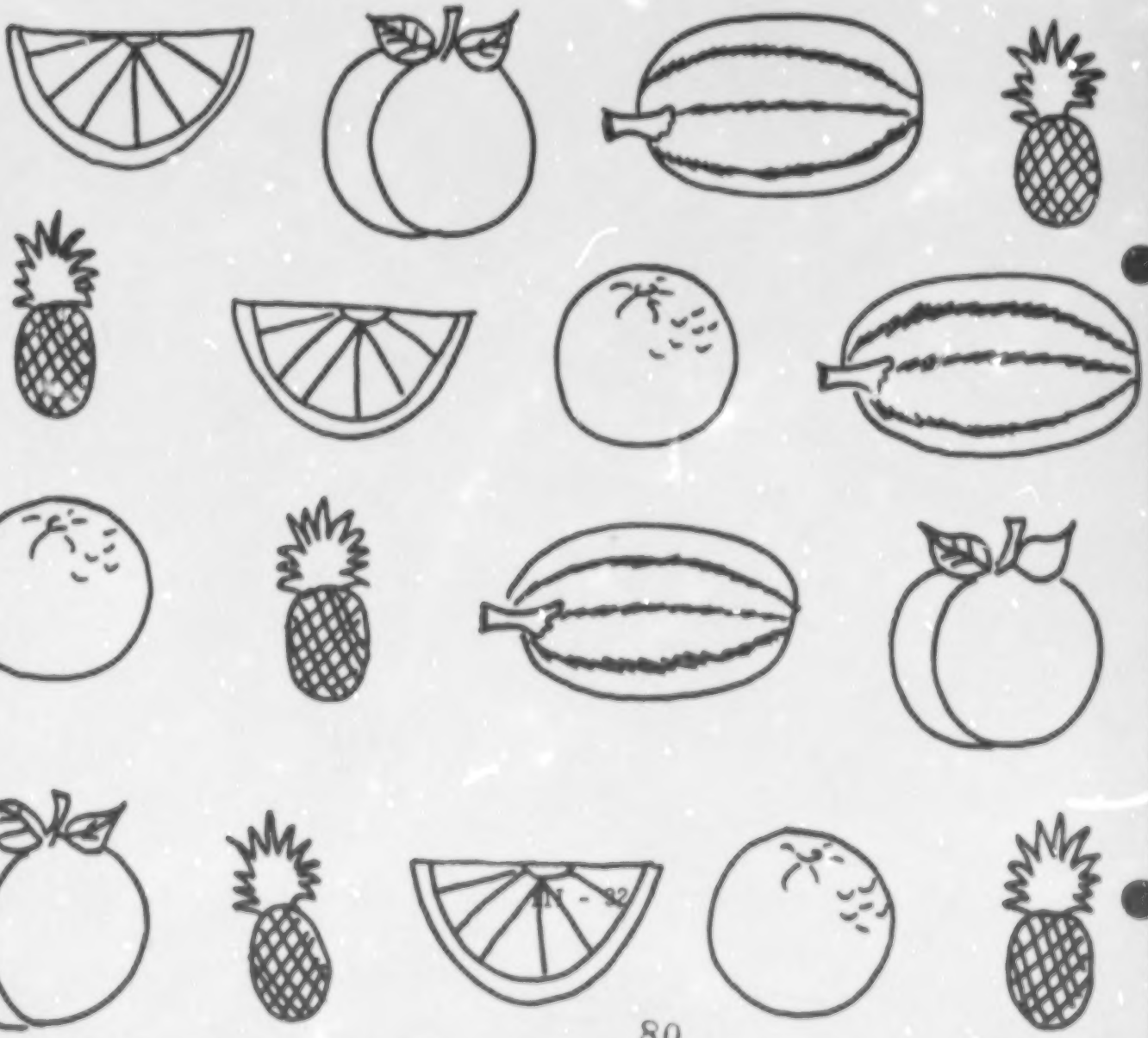
How many pineapples are on this page?_____

How many whole oranges are on this page?_____

How many orange wedges are on this page?_____

How many apricots are on this page? _____

How many watermelons are on this page? _____



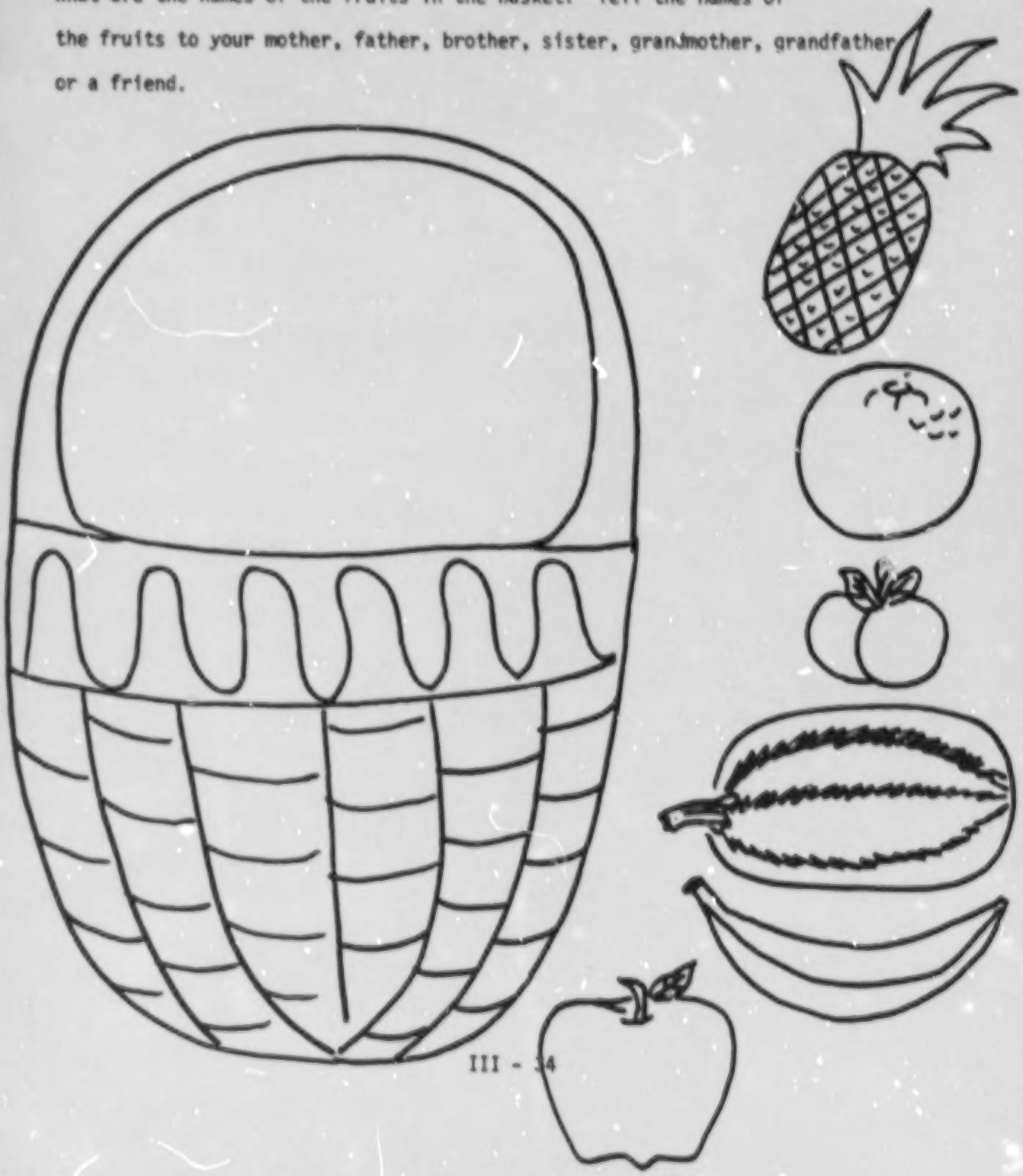
Game: Charades

Teacher whispers one of the following actions to each child. Child then uses gestures to perform or act out the situation without speaking. The other children try to guess the answer.

1. Washing an apple.
2. Shining an apple.
3. Peeling an orange and then eating it.
4. Brushing your teeth.
5. Sweeping the floor.
6. Washing dishes.
7. Paring a potato.
8. Scraping a carrot
9. Peeling a banana and then eating it.
10. Breaking an egg into a pan and then frying it.
11. Pouring something to drink from a pitcher or bottle and then drinking it.
12. Scouring a pan.
13. Washing and drying your hands.
14. Spreading a sandwich, then eating it.
15. Using an egg beater
16. Setting the table.
17. Flipping a pancake.
18. Measuring with a spoon.
19. Carrying a full glass of milk.
20. Opening a milk carton.
21. Cutting meat with knife and fork.
22. Making popcorn.
23. Using a salt shaker.
24. Wiping the table.
25. Shaking pudding.
26. Cracking nuts
27. Picking beans or peas
28. Rolling with a rolling pin.
29. Making toast in a toaster.
30. Smelling of a new food.

Color the pictures of the fruits. Cut out the pictures of the fruits. Paste the fruits in the fruit basket.

What are the names of the fruits in the basket? Tell the names of the fruits to your mother, father, brother, sister, grandmother, grandfather or a friend.



III - 14

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept B	Recognize own eating habits. Willingly taste and identify foods previously unfamiliar.
Learner Outcome	1) To develop a willingness to try new foods. 2) To teach students that the senses of touch and smell help people enjoy eating and aid in making food choices. 3) Each child will become aware of his five senses.
Behavioral Objective	Students will strengthen good eating habits and become willing to taste "strange" foods. Students will become aware that their senses affect their food choices.
Measurement	Each student will be able to name his five senses and know the importance of each.

Learning Activities	Teachers Resources
1. Have students keep a "Diet Diary" for five school days and then discuss if they received their Basic food requirements.	
2. UNFAMILIAR FOODS LESSON PLANS	
Lesson One	
Green Eggs & Ham	
Classwork:	
Read the Dr. Suess book, Green Eggs & Ham. Discuss the moral of the book. Ask the children if they would like to try green eggs and ham. Discuss all the opinions given by students, then say -- "we're going to make green eggs and ham, who will try it?".	Electric skillet, blender, Pam spray, salt, 1 dozen eggs, green food color, 1 cup ham cubes, small plastic or paper plates, spoons or forks.
Tasting:	
Using the electric skillet and blender have child helper break	

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Learning Activities	Teachers Resources

one dozen eggs into the blender which already has about 3-6 drops of green food color in it. When the blender is turned on, the eggs turn green. Tell the children exactly why they did this. Add salt and put eggs in skillet which has been sprayed with Pam. As eggs cook, have helper stir gently and add ham cubes (about 1 cup). When eggs are done, serve and ask children to taste but don't tell how they like it until everyone tastes. Then discuss "good", "bad" and express pleasure that the children tried. They are good!

Supplementary Activities

1.a. Discuss previous days lesson and the moral of trying new foods. Ask the children if they will be willing to try many new foods for you.
Tasting: Show a fresh pineapple -- describe it, discuss it, ask questions about it--display a can of pineapple, ask if students would like to taste fresh pineapple. Let children watch as you cut it up. Serve in chunks, encourage reserving opinions until everyone tastes. Plant the top in sand. Have children draw pineapple pictures.

1.b. Have children review magazine pictures to find a food they have never tasted. Have them write a

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Learning Activities	Teachers Resources

Lesson One (Con't.)

letter to mom asking to try that food.
Afterwards, have children describe to the class what their food was, if they tasted it, and what it tasted like, and if it was a nutritious food.

Lesson Two

Classwork

Discuss the word "unfamiliar". Give the class a simple definition with regard to new foods. Ask the children: "how many like crisp bacon?" Talk about how most of us do like bacon. Ask if everyone has eaten bacon. (Most all Have.) Ask the class who likes "Smozoly"? (You will be surprised how many say "yuck," etc.) After counting how many hate SMOZOLY, tell the children that there is no such food. Discuss the fact that we say we don't like a new food because we never tasted it. Tell the class that they will taste a new "real" food -- broccoli.

Raw broccoli, dip or salad dressing, paper towels, knife -- check activity 2-c.

Tasting

ALWAYS ALLOW CLASS TO WATCH PREPARATION
Show the whole broccoli. Allow helper to rewash it. They will break up the flowerettes to tasting size pieces. Each child will

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Learning Activities	Teachers Resources

Lesson Two (Con't.)

dip his broccoli into a dip or salad dressing and taste. Discuss the taste and the new food. Repeat its name many times during the lesson. Explain that broccoli may be eaten cooked also.

Activities

2.a. Doodle Pictures. Children will close their eyes and make "doodles" on paper. They will open their eyes and see if they can find "food" in their picture and color it.
2.b. Examine a fruit or vegetable and list 10 things the children can tell about it.
2.c. Give children food words and have them make a face for how they feel when they taste the food. (Add "SMOZOLY" to your list.)
2.d. Taste a fresh pineapple. Allow children to view preparation. Plant the top.
2.e. Play color and description game. Teacher describes a food from the food models. Children guess. Food models are displayed.

3. LEARING ABOUT OUR SENSES LESSON PLANS

Lesson One

Classwork:

Discuss the senses and how they come from the brain. Identify

Posters or Mr. 5 Senses. Substances to smell. -- About 10 food items:

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Learning Activities	Teachers Resources

Lesson One (Con't.)

each. Have class name some foods which smell good, taste good, feel good, some one can hear when eaten or while cooking, and some which look good. Explain to the class that our senses all help us enjoy eating. Discuss the fact that many people let their eyes decide what they will eat and do not give the other senses a chance. Explain that for today's lesson the class will be to identify foods by smell and relate them to likes and dislikes, or edible and inedible substances. Blindfold each child and allow him/her to smell one substance and identify it. Have him/her tell if it would be good to eat or not. After each has a turn, reinforce the fact that our nose is very helpful -- it not only helps us find good foods, it also helps us keep healthy by not tasting things that are not foods.

peanut butter, any fruit or vegetable available or desired, and several nonedibles such as ink, cleaners, nail polish remover, alcohol, perfume, etc.

Activities

1.a. Use a stencil on the Five Senses.
1.b. Draw a smelly picture. Each child draws a picture of himself and many things he likes to smell.
1.c. Have several children (or whole class) make a tour of the cafeteria before morning recess and attempt to identify smells.

Concept III	Food is made up of different nutrients needed for health and growth.
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Learning Activities	Teachers Resources
Lesson One (Con't.) Show how food smells make us hungry. Lesson Two Classwork: The class will discuss their favorite foods. The teacher will assist in identifying tastes: sweet, sour, salty, or bitter. Name several foods from each category. Explain to the children that during the tasting lesson everyone will taste two kinds of tastes. Tasting: Begin with each child having a baby food jar -- one heaping tablespoon pudding mix and 3 tablespoons of milk, while the students are shaking the pudding the teacher will explain how peanut butter is made. she will demonstrate. Children will taste the peanut butter first on plastic spoons. They may then eat the pudding. Identify salty and sweet. Activities: 2a. Happy/Sour. Each child will have a smiley face which has on the back a sour face. The teacher will hold up a food picture -- if it is sour or bitter, they will	Blender, peanuts, oil and salt, instant vanilla pudding mix, milk and baby food jars. (Sterilized)

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Learning Activities	Teachers Resources

Lesson Two (Con't.)

show sour. Explain that sour does not mean unhappy. Show what your face does when you taste a sour pickle.
2.b. Make a wall collage of food pictures for each of 3 categories: sour, sweet, and salty.
2c. Play sweet/sour/salty with food models. Each player has one model for each category. He holds one behind him. If someone guesses which taste he must give them the model. Last one in wins.
2.d. Write a recipe for the daily writing lesson.

Lesson Three

Classwork

First discuss hearing with our ears. Explain how hearing helps to make us hungry -- even hearing some one talk about food. Describe bacon sizzling in a pan or popcorn popping. Ask how many would like to taste them. Have class close their eyes. Snap some carrot sticks. Ask what they heard. Discuss raw carrots as they are passed out, and emphasize vitamin A. (Check your workshop material). Discuss cooked carrots. Show how "quiet" they are. Emphasize that raw carrots are more nutritious. Talk about seeing food. Ask how many get hungry when they see something "pretty" to eat.

3 - 4 raw carrots, 1 can cooked canned carrots, 2 or 3 very attractive fruits, 2 - 3 unattractive fruits (possibly a kiwi or an ugli-fruit).

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Learning Activities	Teachers Resources

Show a shiny apple or banana. Talk about how our eyes sometimes discourage us when we see something not so pretty or something new. Show the kiwi -- ask how many want to taste. Praise these who will taste a new or ugly food. Emphasize "Don't let your eyes make up your mind."

Activities

3.a. Do a writing lesson on quiet and noisy foods.
3.b. Make a chart of ugly but good foods.
3.c. Record some food sounds to identify: poppy corn, boiling or frying foods, snapping a food or tearing lettuce, etc.
3.d. Make a shadow box peep show containing foods that make us hungry to look at.

Lesson Four

Classwork:

Class discussions should cover the following: 1) Touching helps us to identify our foods. 2) Feeling foods on our tongue helps us to make food choices: likes and dislikes. *At this point have the children reach into a "feely sack" and touch unpopped popcorn. Ask if they sould like to taste it. Why or why not. Do not identify the corn. 3) After a recess period (or other time when the children

Unpopped popcorn, sack, popcorn popper, box cups.

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept B	Recognize own eating habits. Willingly taste and identify foods previously unfamiliar.

Learning Activities	Teachers Resources

are out of the room). Put corn into popper and cover with a box. When children return, plug in the popper and allow them to become aware of the smell on their own. (Discuss the aroma.) Ask questions about how they feel when they smell it. Ask for identification. Ask the class if they have come in contact with popcorn before during the day. Display unpopped corn. Discuss the "feely bag." Talk about: You can't just depend on one of your senses. You must let them all help make food choices.

Tasting:

Have a popcorn party!

Supplementary Activities

4.a. Soak popcorn kernels (unpopped) in food color and allow to dry. Each child must count out 25 of each color for himself.
4.b. Using construction paper and glue, have him/her make a design.
4.c. Mark vowels and sound:

pop	corn
sack	feel
hear	taste

4.d. Find a word to rhyme with each:

corn	touch
feel	smell
taste	hear
see	popper

Unpopped popcorn, food colors (liquid), glue and construction paper.

Concept III	Food is made up of different nutrients needed for health and growth.
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Learning Activities	Teachers Resources
4. Have each child show what part of his body he uses with each sense.	4. Science Flannel Board Stories by Vicki Hartiwig Do Flannel Board Story "The Senses: Your Learning Helpers" Bulletin Board "Sense Man" Disney's Healthy Way in Wonderland -- Disney Productions.
5. Read and discuss The Five Senses	5. The Five Senses by Alisi
6. Discuss each sense. How can smell affect appetite? How does your eyesight affect your appetite?	6. Bulletin Board
7. Play I Spy. Read to the children the story Did You Ever See? by Einsel. Hold a banana up and ask class to identify it and tell which sense you use. Have them tell you how it looks. Discuss the importance of the sense of sight. Let the children name the ways they use their sight. Then have a tasting party with bananas.	7. Did You Ever See? by Einsel bananas
8. Show film on "You and Your Eyes". Have children draw picture of something they saw on the way to school. Let the children see the affect light has on the eye by letting one another shine a flashlight in one eye. Let children suggest ways to protect their eyes. Stress the following; don't run with sharp objects. Don't sit too close to the TV. Be careful on playground equipment. Don't throw dirt, sand or rocks.	8. Film "You and Your Eyes" Paper, crayons, flashlight

Concept III	Food is made up of different nutrients needed for health and growth.
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Learning Activities	Teachers Resources
9. Read the book What is Your Favorite Thing to Hear? by Myra Gibson. Have children close their eyes and choose one child, say something and others guess who spoke. Read poem "Whisper". Talk about places where you need to whisper. Have the children be quite and listen for sounds. Have the children talk about their favorite sounds and sounds they dislike. Discuss the difference between soft and loud sounds as they are related to indoors and outdoors.	9. "What is Your Favorite Thing to Hear"? by Myra Gibson Poem "Whisper"
10. Read the story Mr. Brown Can Moo, Can You? Children supplies needed sounds. Tasting party using foods that make various sounds. Have children identify foods for tasting party. Talk about the sound made when each food was eaten. Pop popcorn and eat it.	10. Mr. Brown Can Moo, Can You? Food that makes sound, popcorn
11. Prepare a tape of common sounds and let children guess each sound. Let children talk about ways that our sharing protects us. Discuss ways we can protect our ears stressing not to insert objects into their ears and not turn up the volume on TV, radio, and record player.	11. Tape of common sounds
12. Use flavor extracts to scent play dough or plastic clay. Have the children mold fruits such as bananas, oranges, strawberries and etc... according to the smell they	12. Flavor extract such as bananas, orange, strawberry play dough or plastic clay orange.

Concept III	Food is made up of different nutrients needed for health and growth.
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Learning Activities	Teachers Resources
identify in the clay. Have children close eyes. You walk around the room holding an orange and let each one of them smell of it, and guess what it is before opening their eyes. Ask how they knew what it was. Discuss how this helps us to learn and how it warns us of dangers. Have them name things that are harmful to smell.	
13. Have children draw pictures of things that would be harmful to taste. Pictures could be used for a bulletin board. Have children taste different kinds of pickles. Read the story Lick a Pickle, by Stratford. Children can discuss their favorite foods. Discuss things children should not taste that would be harmful for them.	13. Lick A Pickle by Stratford Paper, crayons Pickles
14. Cut up small cubes of apple, potato and pear. Have different children hold their noses and close their eyes as they eat a cube of all three foods. See if they can tell the difference between them. Next, hold a cube of an apple under a child's nose while he eats a cube of an apple. Prepare a saucer with shavings of sweetened and unsweetened chocolate, lemon rind, and salted crackers. Let each child taste each food and tell which category it falls into. Read the story Bread and Jam for Frances by Hobon. Discuss the four basic taste and foods that fall in each category.	14. Cube of apple, potatoes and pear. Saucer with shavings of sweetened and unsweetened chocolate, lemon rinds, salted crackers. Bread and Jam for Frances. by Russell Hobon. Disney's Healthy Way Wonderland p. 14 Disney Productions.

Concept III	Food is made up of different nutrients needed for health and growth.
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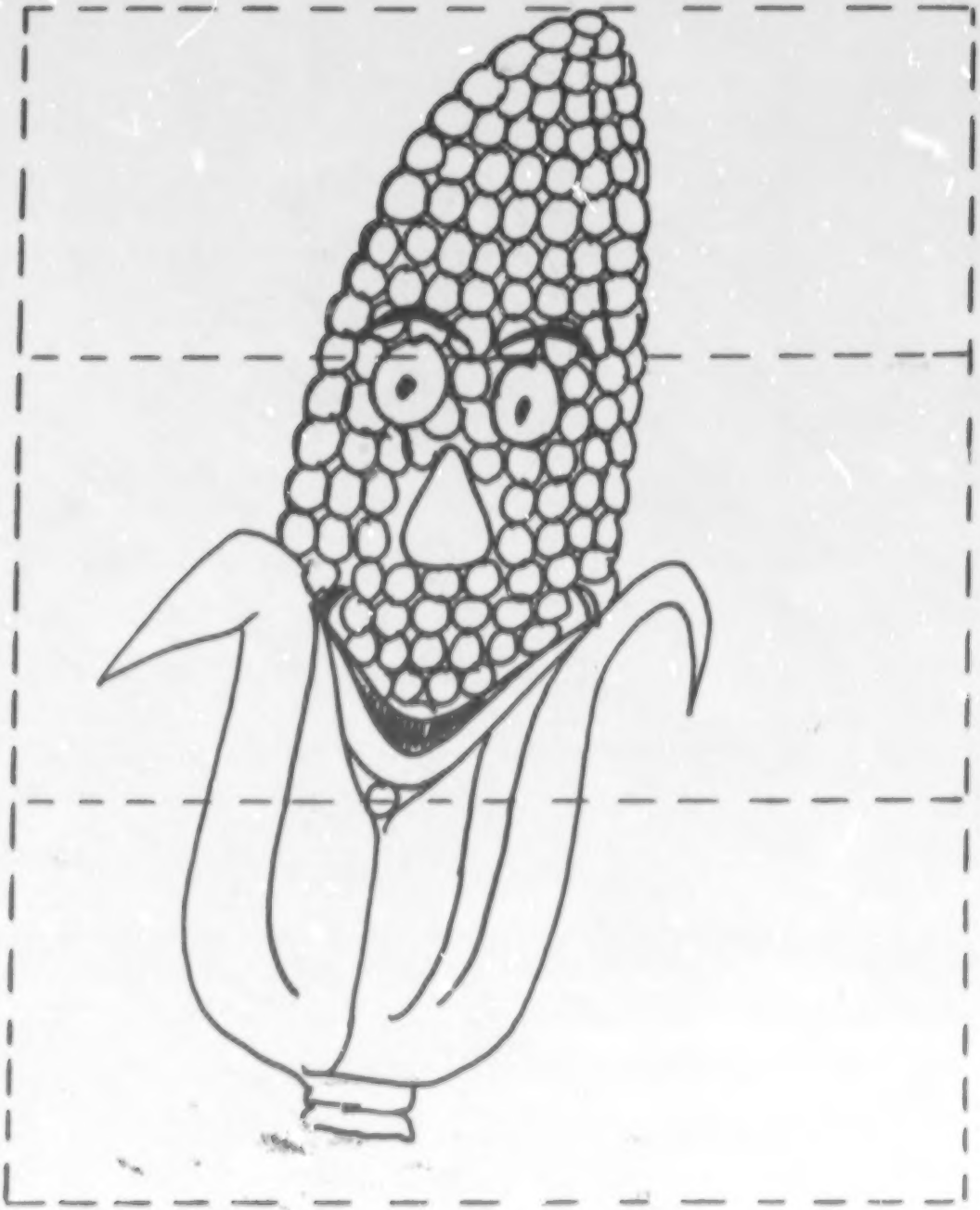
Learning Activities	Teachers Resources
Suggest foods for each. Discuss the part that our sense of smell plays in tasting foods. The children may recall not being able to taste foods when they have a cold. Activity p. 14-Disney.	
15. Make a collage using beans, shells, and other textured materials. Read the story Finding Out by Touching, by Showers. Prepare a "touch and feel" box. Let children come up and identify object in box just by touch. Describe the object he is feeling. Talk about gathering vegetables from the garden, and how some things make you itch and etc.: also how different materials feel to their skin. Ask the children to name the parts of the body that we feel with.	15. Collage of beans, shells, other textured materials. Finding Out by Touching by Showers. Box with touch and feel things in it.
16. Finger play: "What is it for?" Arrange a field trip to a bakery. This activity will involve all senses. During the experience ask the children how they are using their senses. (The children will dictate a story about their experience on the field trip.)	16. Field Trip

STALK OF CORN PUZZLE



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Diet Diary

STUDENTS NAME: _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Basic Food Groups

Concept III	Food is made up of different nutrients for health and growth.
Sub-Concept C	Identify nutritious foods and snacks.
Learner Outcome	1) To teach children that they are able to prepare a good nutritious snack and have fun making and eating it. 2) To learn that mixing several foods together make a tasteful snack. 3) To make students aware of the importance of eating a good breakfast every morning in order to have energy to use at work and play.
Behavioral Objective	Students will understand that snacks can be nutritious and that a good breakfast is needed every morning.
Measurement	Students can name or pick from a group of pictures good nutritious snacks. Children can identify several good breakfast foods and vitamin "C" rich foods.

Learning Activities	Teachers Resources
1. The class should first discuss mixing foods together to make a dish which tastes new and different. Talk about the pudding which adds flavor. (Since this is dry pudding, it cannot be classified with the milk group foods). Ask questions which will encourage children to give likes and dislikes pertaining to mixed foods. Have the children help mix the fruits and add the pudding mix. Allow them to serve the class. Have the children identify the fruits they are eating. Make sure that the names are repeated several times and written on the chalkboard along with pictures identifying the fruits in their original forms. Explain why this would be a good snack food. 2-a Learn a snack song. 2-b Have each child draw a picture of "Super Snacker" using the fruits which were tasted as the parts of the body.	1. Pineapple chunks, fruit cocktail, mandarian oranges, bananas, lemon pudding, cool whip, and the utensils needed to mix. Paper cups and spoons.

Concept III	Food is made up of different nutrients needs for health and growth.
Sub-Concept C	Identify nutritious foods and snacks.

Learning Activities	Teachers Resources
2-c Do the memory game attached to this sheet.	
2-d Make a fishing game in which good snack foods are mounted on construction paper, and a small magnet is attached to a "fishing" line. Place a paper clip on each food picture. The children may fish for good snacks and identify the food they "catch".	
3. This lesson may follow any academic subject matter. The teacher will decide which concepts it will follow. Discuss the importance of good snacks. Talk about the adapted subject matter. (It could follow a lesson on animals, weekly reader, etc.) Have the helpers mix the playdough. Each desk should be covered with waxed paper and hands should be clean. (This could be a lesson on cleanliness). Each child is given 1/2 a dipper of dough. He shapes it to be a character or object for the lesson adapted. (Possibly a lion or an animal tie-in, or someone or something which was his favorite in the weekly reader lesson, etc.) Everyone eats their creation and discuss how good it tastes. Use the decorations as the child wishes.	3. (For 20 students @ 1/2 an ice cream dipper each) 18 oz. peanut butter, powdered milk (to the right consistency), raisins, cherries, or any other decoration desired. Waxed paper.
4-a Have the class make a good snack book with magazine pictures to take home to mother.	

Concept III	Food is made up of different nutrients needs for health and growth.
Sub-Concept C	Identify nutritious foods and snacks.

Learning Activities	Teachers Resources
4-b Make a picture "recipe" of the activity as a large classroom display. Use the recipe as a writing lesson. 4-c Play "Dandy Definitions" as you would a spelling bee. The class will line up and the teacher will give each one a food word. They define it as best they can. If they are right they stay up. If they are wrong, the teacher will give a right definition. This is an excellent method of clearing up food misunderstandings. The last 4 students are winners. 4-d Play find a partner with foods. Each child will have a food model. Some will have foods and some will have drinks. Allow each to match their card to one which will taste good with theirs. Discussion may take place explaining why there are foods which do not go together well.	
5. Teacher should use the lesson plans and guide from the material provided by the Cereal Institute entitled, "Alexander's Breakfast Secret." This packet provides a full week's lesson -- therefore this lesson will not be followed by supplementary activities. These plans include 2 stories, 3 activities with worksheets, a letter to parents from the child, and an excellent song. We suggest the letter to parents be sent home along with the General Foods pamphlet.	5. Copies of General Foods pamphlet "Protein and Breakfast" for each child to take home. A teacher's guide from the Cereal Institute for the "Alexander" material, which includes lessons, duplication masters, and song.

Concept III	Food is made up of different nutrients needs for health and growth.
Sub-Concept C	Identify nutritious foods and snacks.

Learning Activities	Teachers Resources
6. The helpers will wash and under the direction of the teacher will prepare tiny pancakes for the class. It is possible to prepare 10-12 of these at one time in the electric skillet. These will be served on paper napkins and the teacher will add 1 teaspoon of honey as the children are served. The class will have 3 oz. of milk with their pancakes. This could be called a mini-breakfast.	6. Pancake mix, milk, eggs, honey, pam spray, napkins, cups (3 oz.), electric skillet and cooking utensils.
7. The class will discuss the importance of having fruit or fruit juice each morning. Teacher will explain that citrus fruits have a special nutrient inside them which our bodies need each day. (Tell the class about Vitamin C -- that it can't be stored in the body and it must be replenished each day.) Discuss the citrus fruits. Show food models and the real fruits. Stress the importance of having a good vitamin C food at breakfast. name and rename the displayed fruits. Allow the class to name them.	7. 5 grapefruits, 6 oranges, 6 tangerines and 2 lemons, knife and paper toweling.
8. The class will taste the fruits and describe the tastes of each. One section of each fruit is sufficient. The lemon should be sliced in very thin slices and a discussion of the sour taste should take place.	
9-a Save the peel and make candied peel.	

Concept III	Food is made up of different nutrients needs for health and growth.
Sub-Concept C	Identify nutritious foods and snacks.

Learning Activities	Teachers Resources
9-b Use the food models to play food match and classification games. 9-c Make a fruit book of drawings. Mark the citrus fruits a special way. 9-d Use fruits for teaching colors. 9-3 Start a vitamin board. As vitamins are discussed, add foods which provide that particular nutrient. Vitamin would be the beginning.	
10. The teacher will have the pocket chart divided into four categories by food groups. Should have one model in each group: milk, bacon, orange juice, and toast. Explain that the class will form 4 or 5 more good nutritious breakfasts which are different from the one in the chart. Use food models: pancake, biscuit, oatmeal, cereal, tomato juice, grapefruit, applesauce, banana, egg, chocolate milk, cocoa, yogurt, cheese. Discussion should include the combinations shown and suggestions for other items not pictured.	10. Food models or realistic magazine pictures, pocket chart.
11. Prepare breakfast: One-fourth of a link sausage and cheese toast, one fourth slice of toast, 1/2 slice of American cheese per child, and 3 oz. of tomato juice per child.	11. 1/4 of a link sausage and 1/4 slice of toast per child, skillet, toaster, 3 oz. tomato juice and 1/2 slice American Cheese per child, cups and utensils.
12a Writing Lesson: We can plan a breakfast. We made cheese toast. We cooked sausages.	

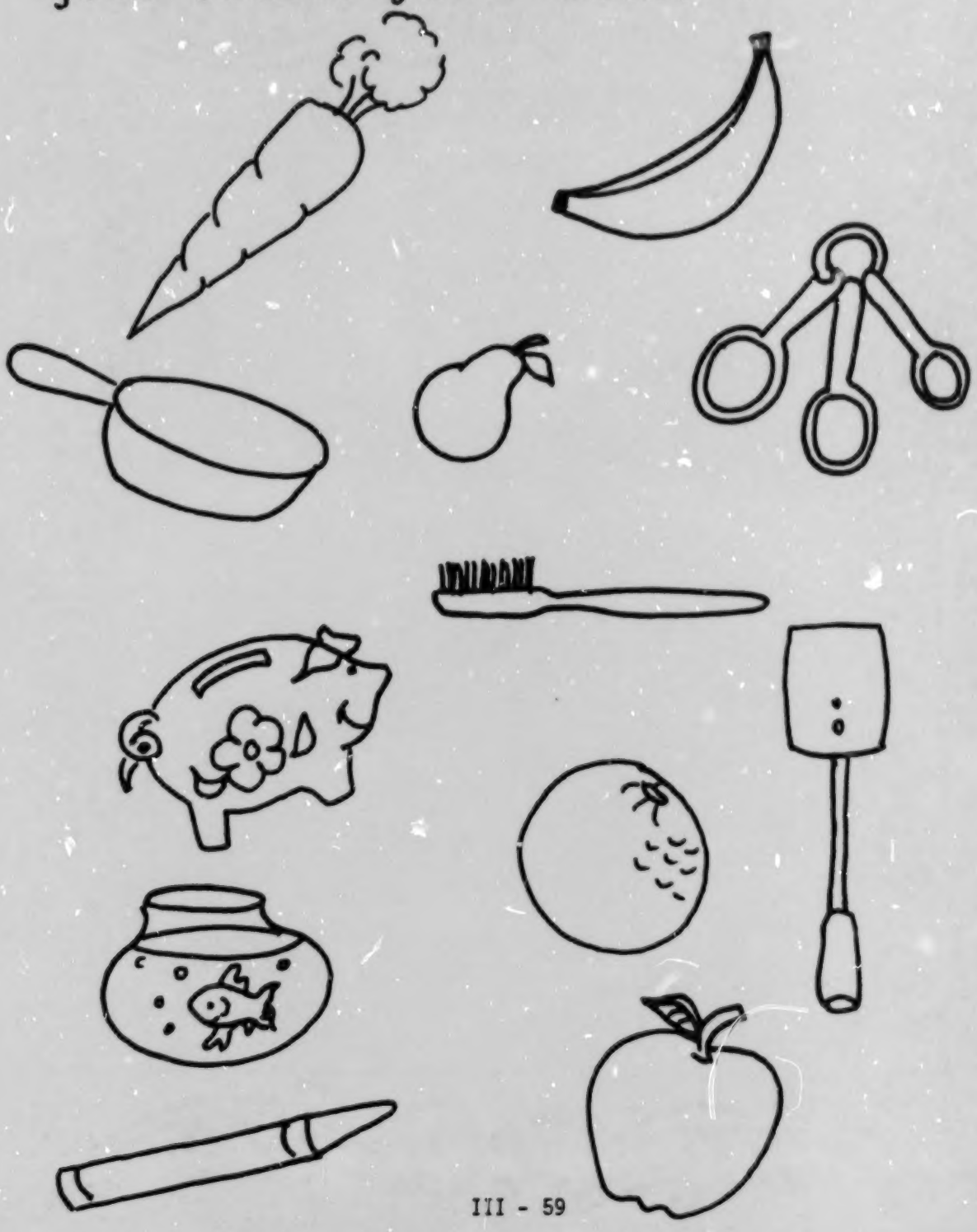
Concept III	Food is made up of different nutrients needs for health and growth.
Sub-Concept C	Identify nutritious foods and snacks.

Learning Activities	Teachers Resources
We tasted tomato juice. We are healthy kids. 2-b Make a sequence chart with the class. Use the following steps: Put sausages in the skillet. Cut cheese and bread. Toast cheese and bread. Pour juice. Cut cooked sausage. Serve. Using these pictures to identify each step, form a chart: Sausage and skillet Knife with cheese and bread Toaster Juice can and cups Knife and sausage Plate and napkin 2-c Identify the ending sounds: Toaster — Toast Cheese — Knife Juice — Tomato Sausage — Good	
13. Discuss the importance of eating breakfast. What would happen if you skipped breakfast? Ask how many had breakfast and list what they had on the board. Keep a breakfast chart for 1 month. Let each child put a star by his name when they eat breakfast. Encourage them to fix something themselves (give easy suggestions - cereal and milk, toast, fruit.)	13. Your Health Laidlaw Brothers, Pub.
14. Let upper class students put on the puppet show for the students (Patterns and script included.)	14. The Unhappy Alligator State of Florida Dept. of Citrus

Concept III	Food is made up of different nutrients needs for health and growth.
Sub-Concept C	Identify nutritious foods and snacks.

Learning Activities	Teachers Resources
15. Use filmstrip, record, story and ditto sheets from "Alexander's Breakfast Secret."	15. Alexander's Breakfast Secret Cereal Institute
16. Display breakfast posters from Kellogg's and Florida Citrus in the classroom. Let students do activity 1-3 from Energize at Sunrise. (Guide is included.)	16. Kellogg's poster Florida Citrus - Vit. C Posters Kellogg's Energize at Sunrise
17. Use study Print #2 from "What We do Day by Day" and discuss questions with your students.	17. "What We do Day by Day" National Dairy Council
18. Have a breakfast tasting party. Serve grapefruit (small sections) grits, milk, link sausage cooked in a skillet. Do Energy Menu Activity. Bulletin Board: "Whoooooo Ate Breakfast" Owl surrounded by breakfast foods.	18. Grapefruit Grits Link Sausage Milk (Cafeteria) "Energy Menu" Cling Peach-Nutri Pak

Look at the pictures.
Turn to the back and draw all the good snacks you remember.



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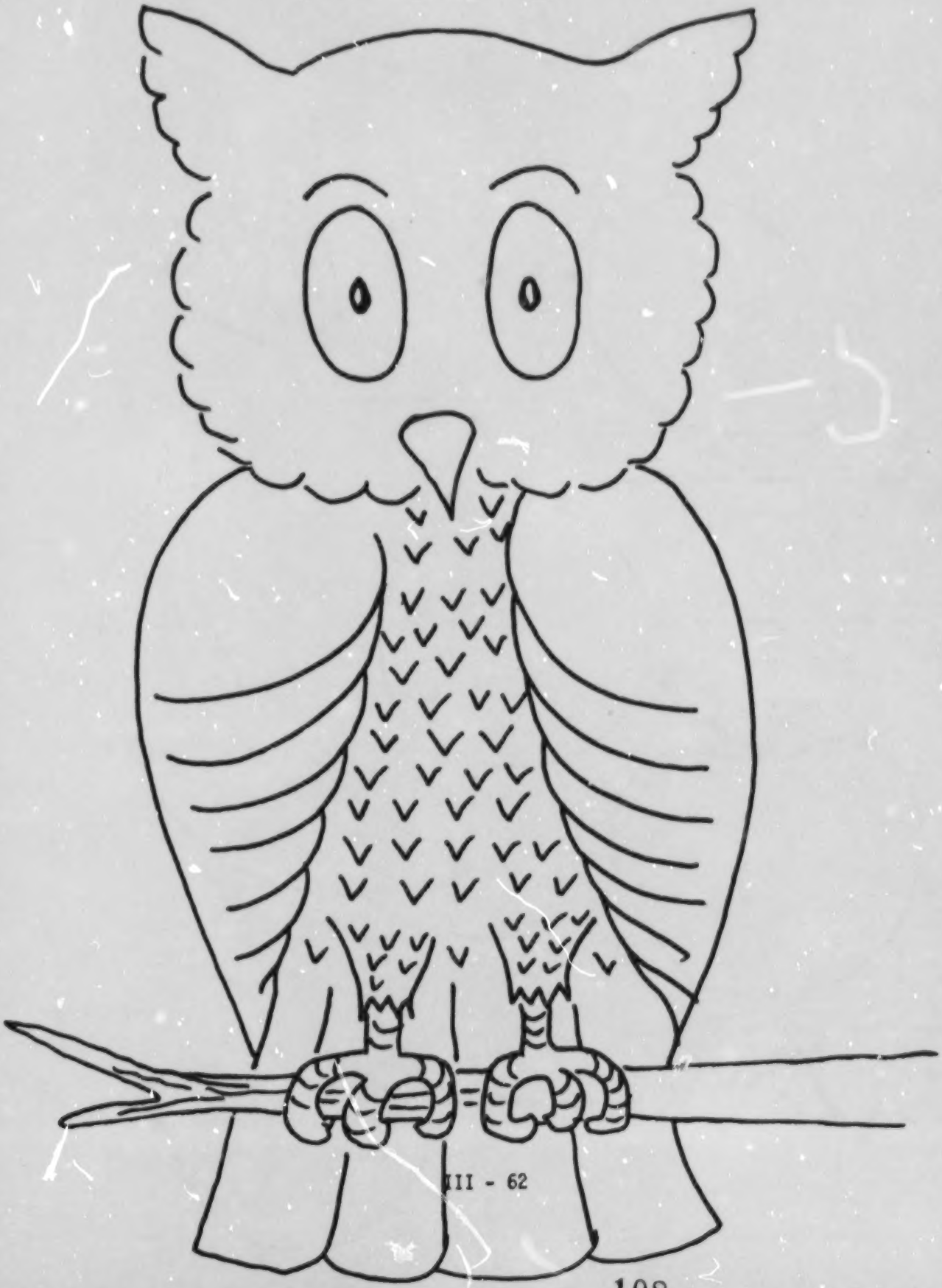
DRAW YOUR FAVORITE VITAMIN C FRUIT

III - 60

Color each fruit the right color.

Write the name under each.

OWL FOR BULLETIN BOARD



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CONCEPT IV

ALL PERSONS THROUGHOUT LIFE NEED THE SAME NUTRIENTS,
BUT IN DIFFERENT AMOUNTS

Concept IV	All persons throughout life need the same nutrients, but in different amounts.
Sub-Concept A	Recognize that all family members can plan meals using the basic food groups.
Learner Outcome	1) To teach students the meaning of the term "balance". 2) To assist student in choosing a balanced meal.
Behavioral Objective	Students learn that they need "balanced meals" and so do their family members.
Measurement	Students can choose "balanced meals" from pictures of balanced and unbalanced meals.

Learning Activities	Teachers Resources
1. Teacher will define balance in terms which a six-year-old can understand. She may use a see-saw or riding a bike or walking a balance beam to illustrate. She will then explain that our bodies need a balance of food from the basic food groups in order to be healthy. She may tell the children that all foods are able to give our bodies nutrients which they need, but if we leave off any food group, we miss some of those nutrients. She can illustrate this with the milk group -- if we don't eat foods from the milk group, we may not get the calcium we need for strong bones and teeth -- we have then upset our health balance.	1. Foods identified from the pre-test. Materials for making a food mobile. One food from each food group.
2. Children will enjoy tasting one food from each food group. Suggested foods would be those used on the food mobile. These might be the four most missed foods on the pre-test.	
3. Children will make a wheel of foods. Each child is given a large circle, with divisions	3. A large circle of cardboard for each child, magazine picture, glue scissors.

Concept IV	All persons throughout life need the same nutrients, but in different amounts.
Sub-Concept A	Recognize that all family members can plan meals using the basic food groups.

Learning Activities	Teachers Resources

marked for each food group. The child is instructed to cut out magazine pictures and glue around the wheel, filling in each food group. If the wheel comes back to the teacher with a group missing, she will cut off the wheel on the edge to show the child that it will not roll without all four basic food groups, thus illustrating balance.

Teacher will cut off straight across the circle which will illustrate that the wheel will not roll unless all the food groups are shown.

4. Each child will receive a copy of Dairy Council pamphlet B037/5/. The teacher will review the material with the children and allow the children to discuss the material as it relates to them. The pamphlet is then sent home to mother. The students will draw an illustration of their family with their favorite foods from the food groups.

   Example:

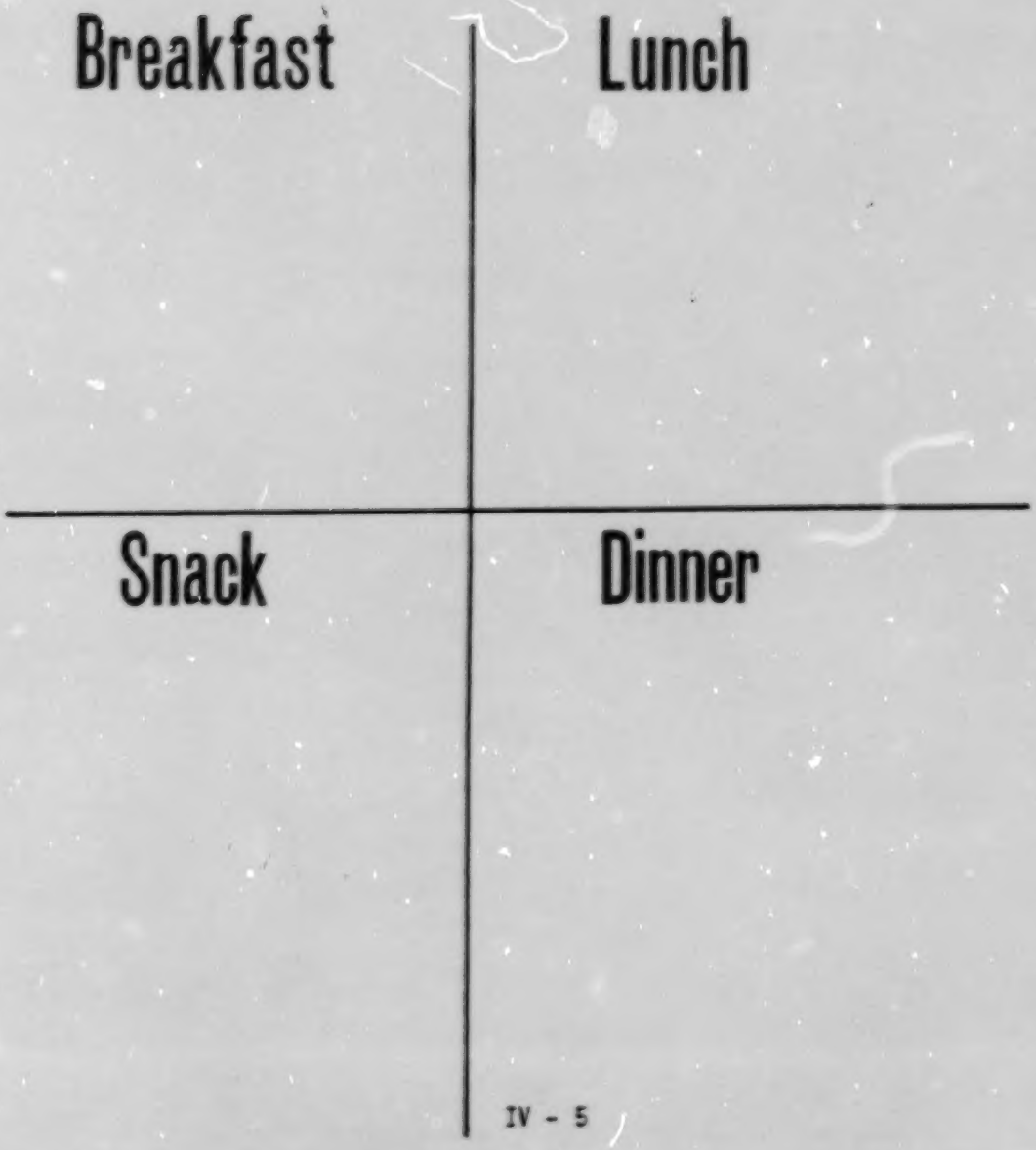
4. National Dairy Council material B037/5/, large sheet of paper illustrated below.

Concept IV	All persons throughout life need the same nutrients, but in different amounts.
Sub-Concept A	Recognize that all family members can plan meals using the basic food groups.

Learning Activities	Teachers Resources
5. Teach children: A Balanced Meal contains at least one food from each food group. Discuss some "pretend meals" using food models.	5. Food: 1/2 slice of bread per child, 1/2 slice of sliced turkey, one cauliflower, one small package of onion dip made with cream cheese.
6. Helpers will serve 1/2 slice of bread and 1/2 slice of turkey to each child. (Could be 1/4 slice.) Class will discuss food groups. Serve children a small taste of the cauliflower with some dip on it. Discuss these two food groups. At this point, show the class that they have tasted from each group. Use the paper plates for children to draw and label a balanced meal.	
7-a Play basic food game using food train. 7-b Make a "place mat" illustrated with a balanced meal of magazine pictures to take home. 7-c Play a balancing game on a see-saw. Label 4 children of about the same size with food group names. Show the class that it will take all four (2 on each end) to "balance".	7. Food models from each group, a paper plate per child, crayons.
8. Send home a work exercise for the child and parents to write up a balanced meal together. Stress the importance of actually preparing the meal picked.	

GAME FOR PARENTS AND CHILD

Plan A "Basic Food Day"

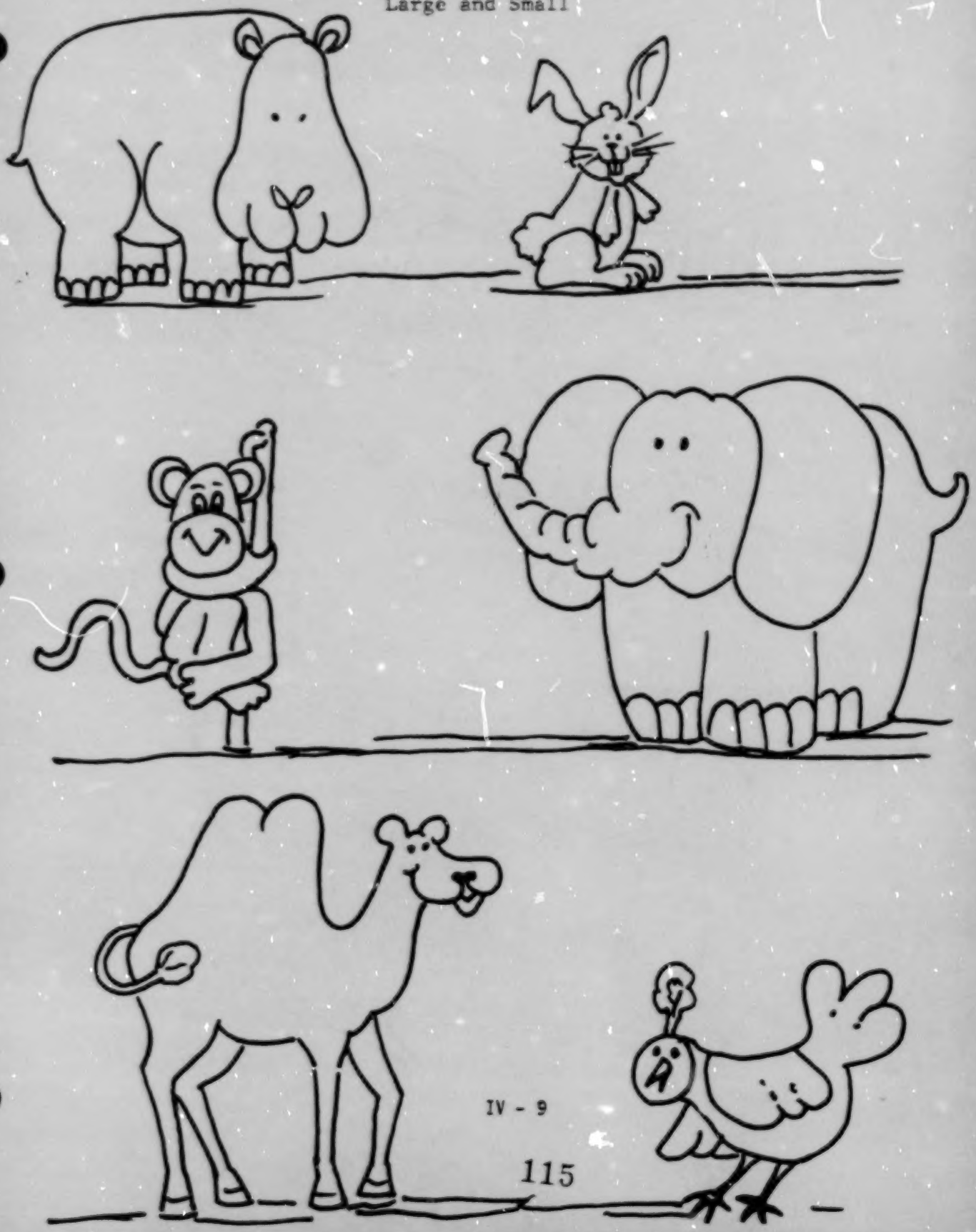


Concept IV	All persons throughout life need the same nutrients, but in different amounts.
Sub-Concept B	Realize that serving size differs for family members.
Learner Outcome	The students will learn the size of a serving and how many servings of a particular food should be eaten in a day.
Behavioral Objective	The students choose the right serving size for their age and size.
Measurement	Students choose from various pictures the right serving sizes they and different family members need.

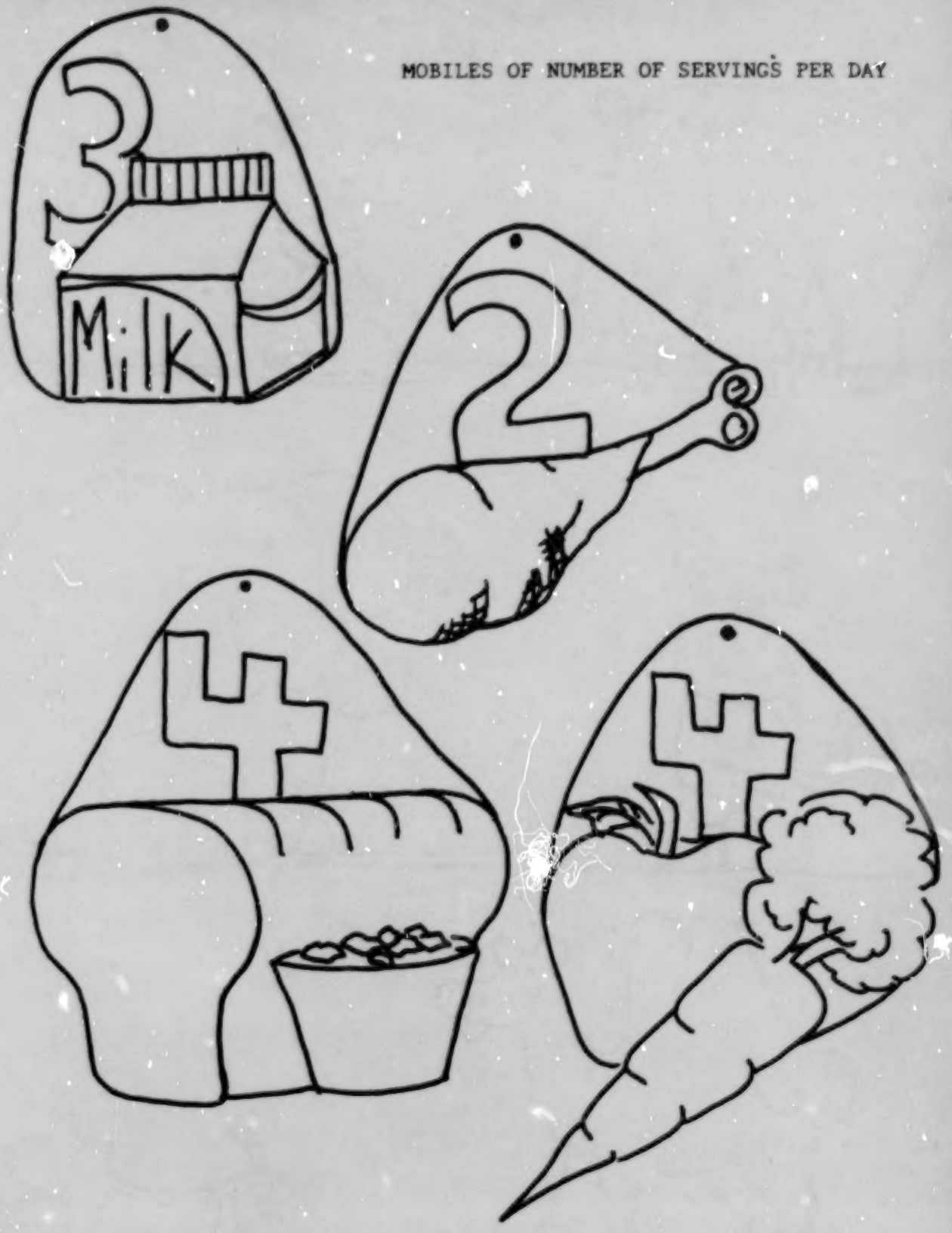
Learning Activities	Teachers Resources
1. Read the story "Goldilocks and the Three Bears." Each child will learn that serving size differs according to body size by answering the following questions:	1. A version of "Goldilocks and the Three Bears."
2. Take a field trip to the zoo at feeding time and have the students observe that larger animals are fed more because they are larger. (Contact zoo keeper.)	2. Local Zoo keeper.
3. Make a mobile of the number of servings needed each day from each food group.	

WHO EATS MORE

Zoo Animals
Large and Small



MOBILES OF NUMBER OF SERVINGS PER DAY



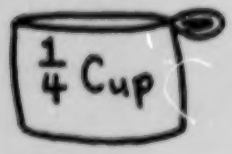
Concept IV	All persons throughout life need the same nutrients, but in different amounts.
Sub-Concept C	Realize that serving size is affected by age, sex and health status
Learner Outcome	Students learn that because they are smaller than adults they need smaller serving sizes.
Behavioral Objective	Students learn to choose the right serving size.
Measurement	From various plates with various amounts of food on each, the student can choose the serving size that best fits his size. The student can also distinguish serving sizes on picture cards.

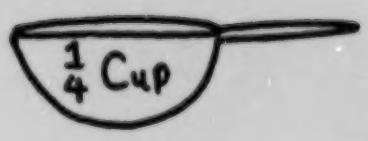
Learning Activities	Teachers Resources
1. Introduce measuring cups. Let students experiment with how many 1/4 cups fill a 1/2 cup and a whole cup and vice versa.	
2. Cut up apples to demonstrate quarters, halves and whole pieces. use the apple as a taste experience.	2. Apples for class, 1/4 per student.
3. Have student take home an activity for his parent or guardian to draw around their hand. Have student trace his hand inside this one to see how their size differs.	
4. Let student cut out of magazines large and small animals of the same species. Make a bulletin board. Discuss how their size determines their serving size.	
5. Let students watch and listen to the filmstrip "Growing Up Healthy" - Symptons - The Body's Warning signs. Discuss that their health status affects what amounts of food they need.	5. Walt Disney Educational Media Co.

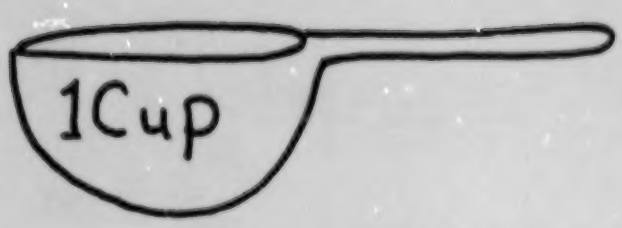
Concept IV	All persons throughout life need the same nutrients, but in different amounts.
Sub-Concept C	Realize that serving size is affected by age, sex and health status

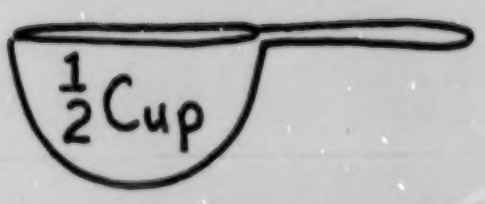
Learning Activities	Teachers Resources
6. Let students watch and listen to filmstrip "Growing Up Healthy" - "Prevention Ways to Avoid Illness." Discuss that by eating the right food and the amounts needed will help the child stay healthy.	6. Walt Disney Education Media Co.
7. Take a Field Trip to Cafeteria kitchen and let food service workers demonstrate with measuring cups and scoops that the scoops they use are equal to an equivalent measuring cup.	7. Food Service Personnel.

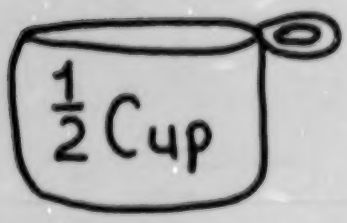
WHICH IS THE SAME AMOUNT?



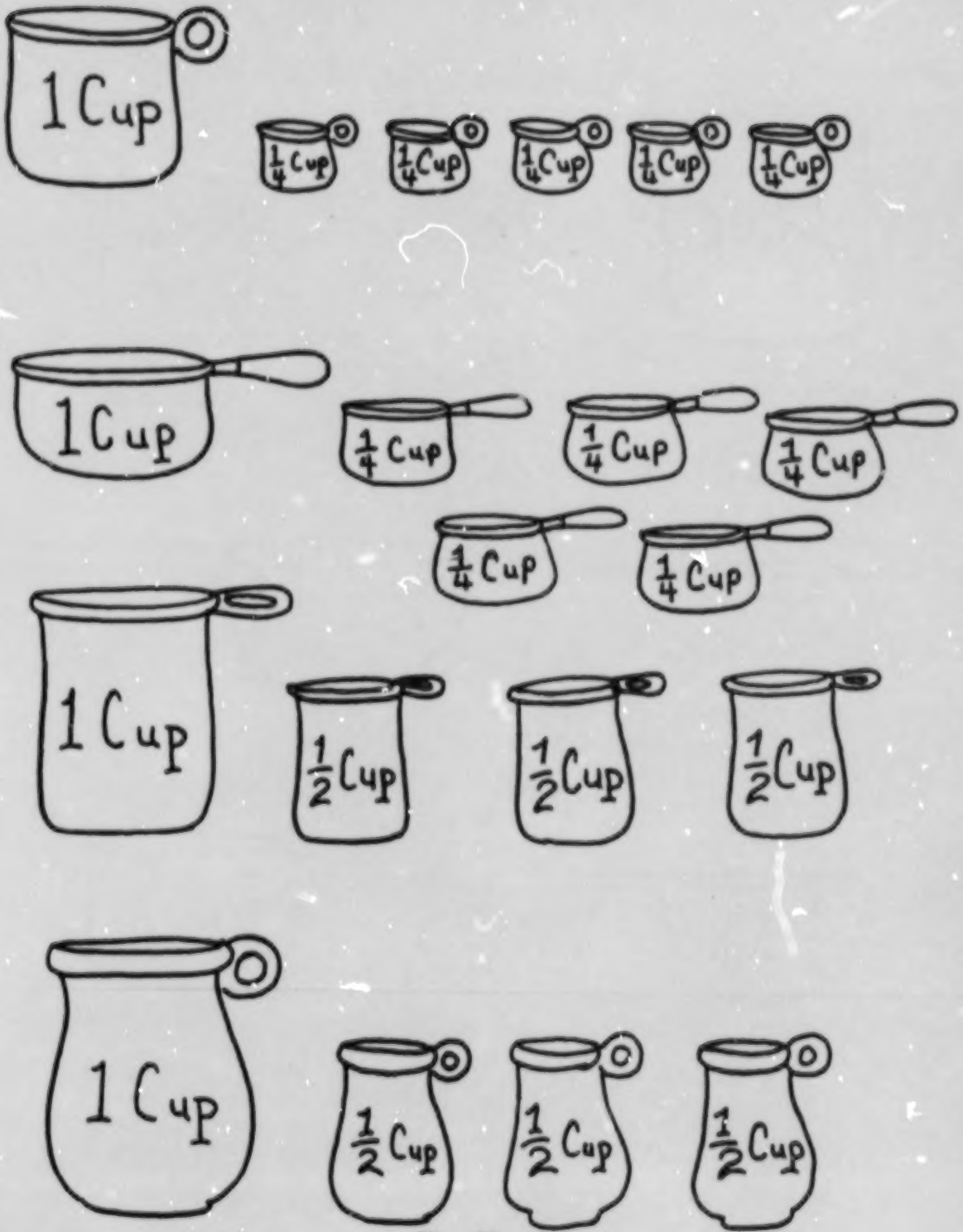








HOW MANY DOES IT TAKE



CONCEPT V

FOOD PRODUCTION AND SANITATION AFFECTS FOOD QUALITY

Concept V	Food production and sanitation affects food quality.
Sub-Concept A	Realize how food is marketed.
Learner Outcome	Children learn how foods reach their table from the farm or ranch.
Behavioral Objective	Children realize that food goes through various stages before it reaches them.
Measurement	Children can match food pictures as to before and after harvest. Children can tell that fried chicken comes from a chicken, hamburger from a cow, etc.

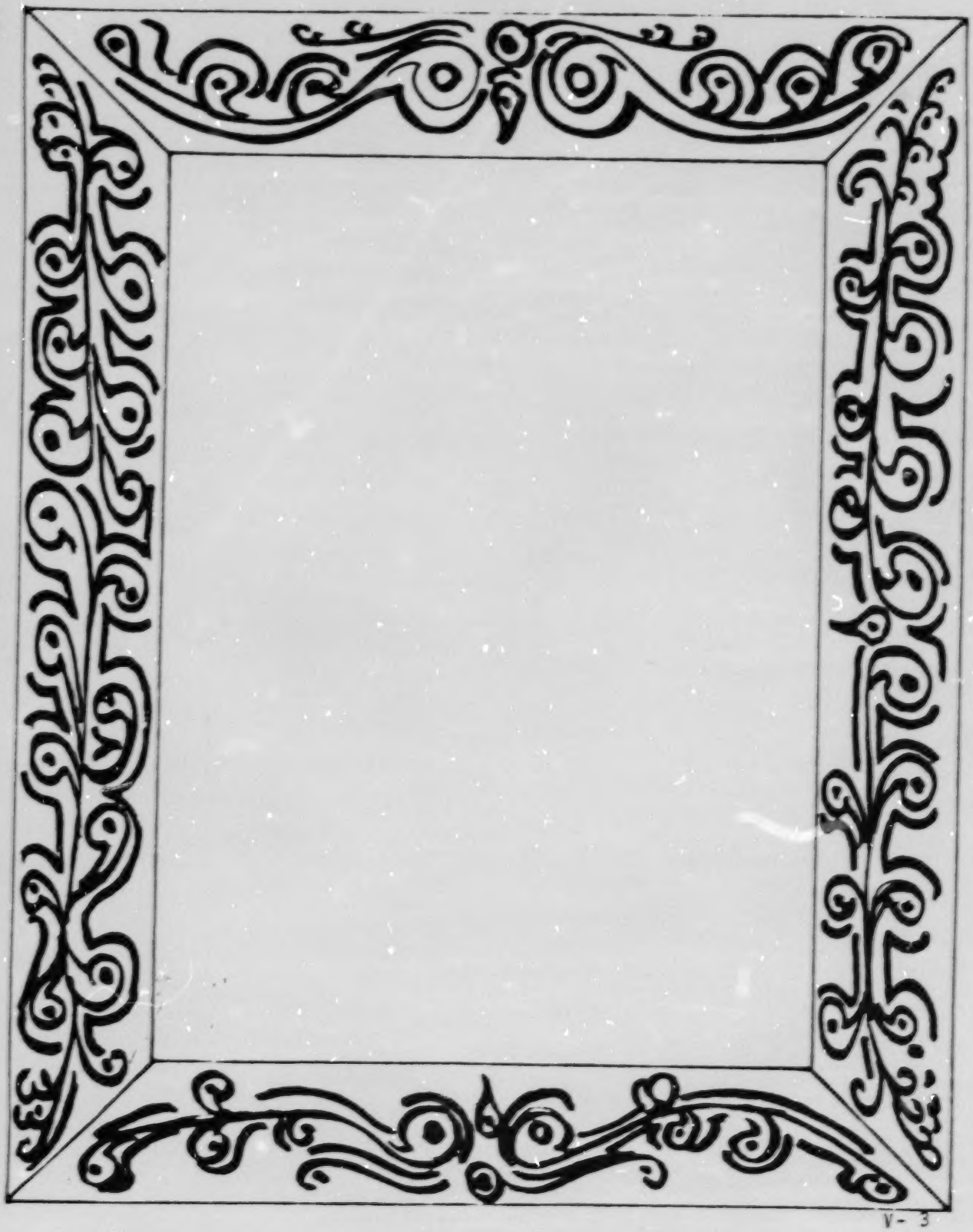
Learning Activities	Teachers Resources
1. Discuss the meaning of "market" and "marketed."	
2. If there is a warehouse in your area arrange a field trip so students can see that food is stored and then shipped to the grocery stores.	2. Community.
3. Let students watch and listen to filmstrip "Beginning Concepts - People Who Work; Unite I - "Bake a Batch of Bread."	3. "Beginning Concepts - people Who Work; Unit I." Scholastic Magazines, Inc. 904 Sylvan Avenue, New Jersey 07362
4. Take a fieldtrip to a supermarket and have the butcher demonstrate cutting up beef and chicken. let them watch it being washed dried, wrapped, weighed, and priced.	4. Community
5. Take a field trip to a supermarket and have the Produce personnel demonstrate how the produce is delivered and stored; how it is cleaned, trimmed, packaged, wrapped, and weighed.	5. Community
6. If there is a Dairy in the area, take a field trip to watch the cows being milked. Discuss that the milk is immediately refrigerated and transported to the	6. Community

Concept V — Food production and sanitation affects food quality.

Sub-Concept A — Realize how food is marketed

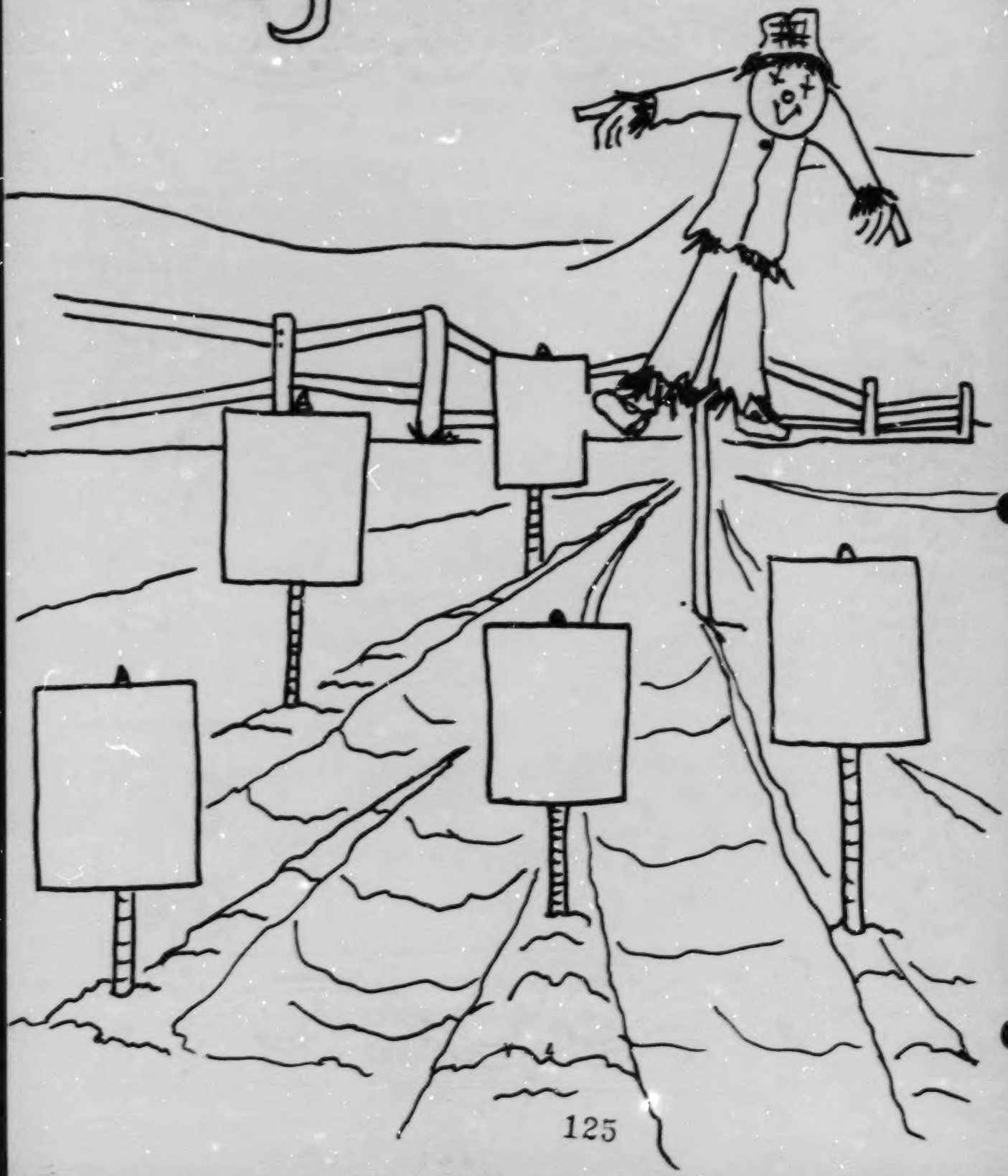
Learning Activities	Teachers Resources
processing plant and from there to the supermarket. 7. Set up a grocery store and let children become aware of varying prices. 8. Borrow a scales and let children weigh items of all kinds to see how the scales work. 9. Discuss planting garden or the growth cycle of a vegetable seen at the supermarket. 10. Let the children draw pictures of foods while still planted. Compare these to pictures of the same food prepared.	9. Seeds of several vegetables which can be planted in a family garden.

DRAW YOUR FAVORITE BUTCHER



V- 3

My Garden



Concept V	Food production and sanitation affects food quality.
Sub-Concept B	Identify foods in various forms, understand simple steps in processing andltransport cost.
Learner Outcome	To learn many different ways that plant and animal foods are eaten. To be able to identify these forms from real foods of food models. Introduction of the terms "processing" and "transporting."
Behavioral Objective	Children accept plant and animal food in different forms.
Measurement	Children identify a food in serveral forms from food model pictures.

Learning Activities	Teachers Resources
1. Discuss ways plant foods are eaten. (Discuss potato, cabbage, etc.) Show the potato in different forms. Fry potatoes in the classroom. Taste Irish potatoes -- raw, boiled, fried and baked.	1. 6 to 8 Irish potatoes, 1 bottle oil, catsup.
2. Using playdough, allow children to form a "potato" (or other food), and using a plastic knife: "peel" it, "cut" it, "chop" it, "mash" it, etc. Discuss each term. Do the lesson a second time using apples, carrots, sweet potato, or other food. Display tools used in real food preparation and learn names and uses.	
3-a Celery in onion dip. 3-b Cauliflower in onion dip. 3-c Spead lettuce leaf with peanut butter and and roll up with 2 long string beans.	3. 1 package carrots, 1 cauliflower, 1 small can string beans, 1 small lettuce, 1 celery, 1 onion dip.
4-a Make "seed" pictures. 4-b Bring labels from other foods and classify by plant part. 4-c "Grow" a sweet potato in water in the classroom to show how a "root" works.	

Concept V	Food production and sanitation affects food quality.
Sub-Concept B	Identify foods in various forms, understand simple steps in processing and transport cost.

Learning Activities	Teachers Resources
5. Class discussion should cover the following: 1. Some animals eat only meat. 2. Some animals eat only plants. 3. Some animals eat both plant and animal foods. 4. People eat both plant and animal foods.	5. Farm poster including people, wild animal poster, honey and English muffins, paper towels and a spoon. (See #7.)
6-a Plant eaters are herbivores.	
6-b Animal or meat eaters are carnivores. This word means "meat eater."	
6-c People and animals who eat foods which are from both plant and animal sources are called omnivorous. Classify by category: wolf, bear, elephant, cow, horse, tiger, birds, dogs, cats, fish, and bees. Allow each child to give his favorite food and classify by source.	
7. Plant and animal foods. Honey on an English muffin, half (or quarter). (English muffin will be an unfamiliar food for most.) Identify the honey as a food from an animal source: the muffin from plants. Discuss this concept.	
8-a Using three different colors of construction paper, one for each: herbivores, omnivorous, and carnivores, have the class glue animal pictures to the correct sheet. (Classifying.)	
8-b (Sentence decoding) For a listening lesson read the following sentences and have children tell which of the three categories is described:	

Concept V	Food production and sanitation affects food quality.
Sub-Concept B	Identify foods in various forms, understand simple steps in processing and transport cost.

Learning Activities	Teachers Resources
1. Bears eat honey and berries. 2. Donkeys eat hay and grass. 3. The fox likes rabbit and mouse. 4. The rabbit likes carrots and lettuce. 5. My friend Sue likes ice cream and cake.	
8-c (Main idea) Use the following as a writing lesson. Have children answer the questions. The children ate steak and french fries. Their pet cat ate tuna and drank milk. Out in the barn the horse ate hay. Everyone liked their food. They grew strong and healthy. 1. Which one in the story ate only animal foods? 2. Which one ate only plant foods? 3. Who ate plant and animal foods? 4. Do people and pets eat the same foods? 5. Would you eat the same foods as a horse?	
9. The class discussion should cover an explanation of the following: 1. All foods come from either plant or animal sources. 2. Foods in the fruit/vegetable group and the bread/cereal group come from plants. 3. Foods from the milk and meat groups come from animals. 4. Some meat substitutes come from plants: peanuts, peanut butter, dried beans, peas, and lentils. Using the food models and the train, place the plant cut out in the two cars representing the	9. Food train, food models, cut-outs of plants and chicken, fish, cow, pig, and sheep, pimento cheese spread, celery, and a knife and paper towels.

Concept V	Food production and sanitation affects food quality.
Sub-Concept B	Identify foods in various forms, understand simple steps in processing and transport cost.

Learning Activities	Teachers Resources

Bread/Cereal and Fruit/Vegetable groups. Place the animal cut-outs by the other 2 cars. using selected food models allow children to classify the foods.

10. One food from each source: Pimento Cheese spread in celery sticks.

11-a Have children mark the vowels in the following words and classify by food source: bean, oats, egg, rice, corn, cream, chop, hot dog, yogurt.

11-b Using laminated food pictures use the following for auditory discrimination: Find the food which ends with (a particular consonant sound) and hold it.

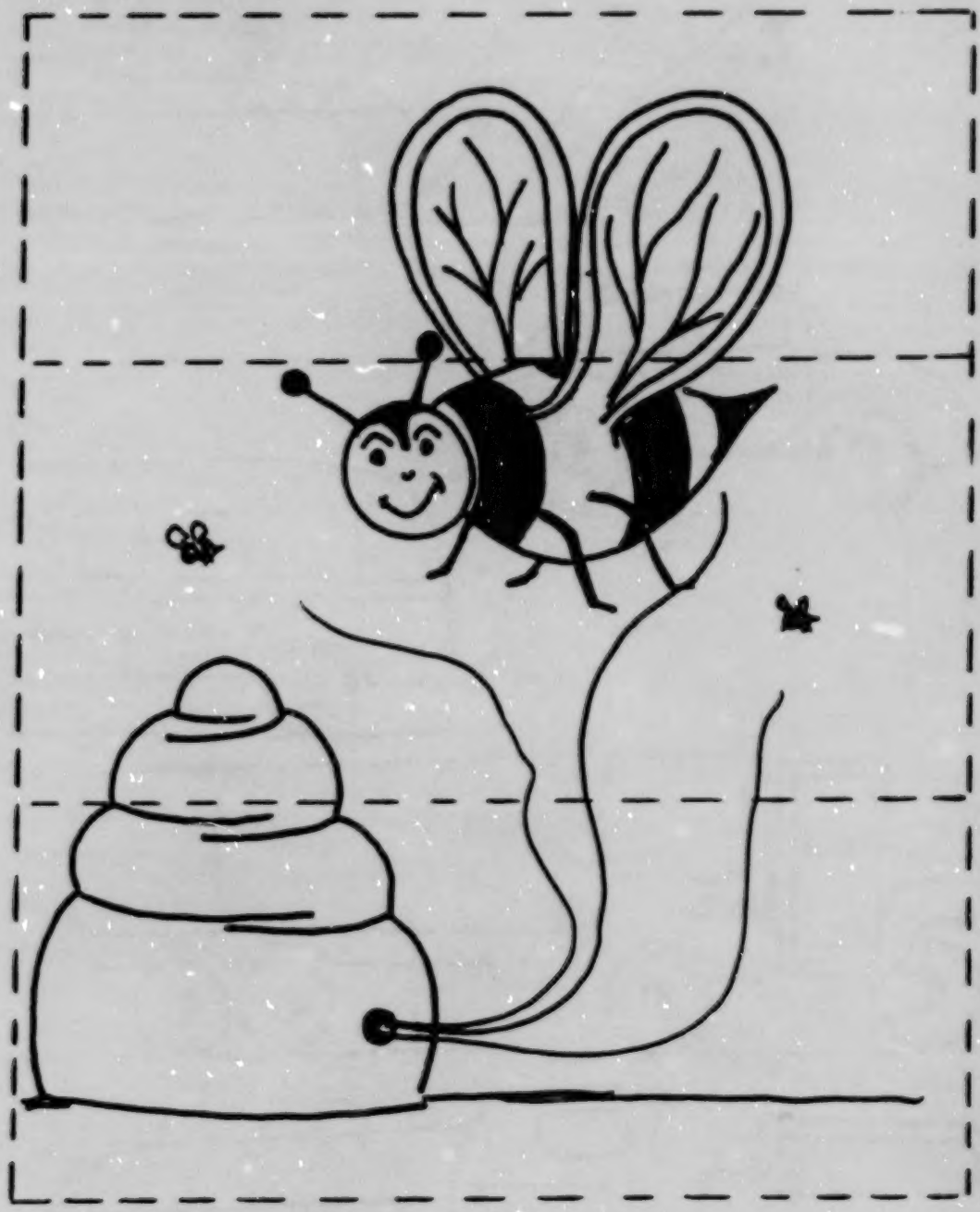
11-c Using an apple and a weiner teach fractional parts: whole, half and one-fourth.

11-d Play fruit salad. Give each child a food model to hold in a group circle. When the teacher calls out fruit salad -- all fruits move to the center of the circle. Anyone who is not a fruit is out. Pass cards right after each turn. Can be done to music as Movement Education Activity.

12. Introduce the word "processing" Introduce the word "transporting"

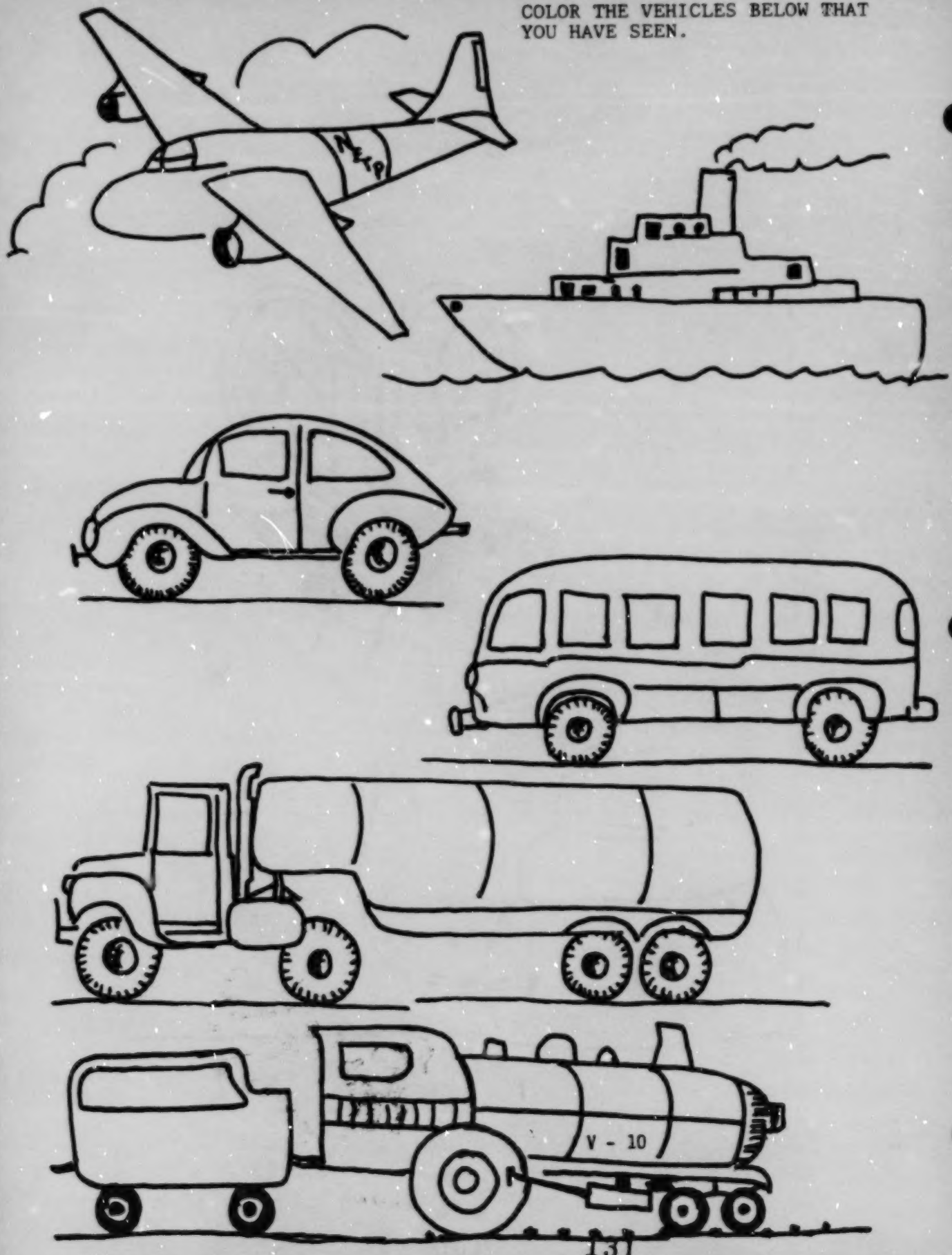
13. Make a bulletin board having all forms of transporting vehicles (trucks (all sizes) planes, boats, cars, buses, trains,) Explain that all food and materials are transported by these means.

BEE PUZZLE



V - 9

COLOR THE VEHICLES BELOW THAT YOU HAVE SEEN.



Concept V	Food production and sanitation affects food quality.
Sub-Concept C	Recognize that clean food is necessary for safety. Be aware of peer pressure on selecting a place to eat.
Learner Outcome	Students understand that clean food is safe food.
Behavioral Objective	Students make it a conscious habit to wash hands before and after eating and after visiting the restroom and whenever they feel their hands are dirty.
Measurement	The students should express in word or action that keeping clean is an important health practice.

Learning Activities	Teachers Resources
1. Talk about the kind of things we use to keep our bodies clean. Make a bulletin board of "Little Helpers" (Soap, washcloth, comb, brush, toothbrush, toothpaste, fingernail file.)	1. Bulletin board
2. Why should we wash our hands? Did you wash before you ate? After using the bathroom? Stress the importance of washing hands when preparing food, before eating and after going to the bathroom.	2. Your Health p. 8-9 Laidlaw Brothers, Pub.
3. Show filmstrip - "Cleaning Up."	3. "Cleaning Up," Discuss. Eye Gate Media.
4. Show and discuss Study Print #1.	4. What We Do Day by Day Study Print #1 National Dairy Council
5. Practice Hand Washing Procedures whenever preparing foods in the classroom.	
6. Take a field trip through the cafeteria kitchen. let food service Director/Supervisor show proper techniques for cleaning vegetables and fruit. Let students stand in freezer and refrigerator and discuss why foods	6. Food Service Director/Supervisor

Concept V	Food production and sanitation affects food quality.
Sub-Concept C	Recognize that clean food is necessary for safety. Be aware of peer pressure on selecting a place to eat.

Learning Activities	Teachers Resources

(especially meats) are frozen and refrigerated.

Ask students why they eat where they do and what they eat. Discuss peer pressure.

7. Give a list of well-known restaurants (Ex. McDonald's, Kentucky Fried, Bonanza, restaurants familiar in area, Country Club) and have students tell where and why they would like to eat.

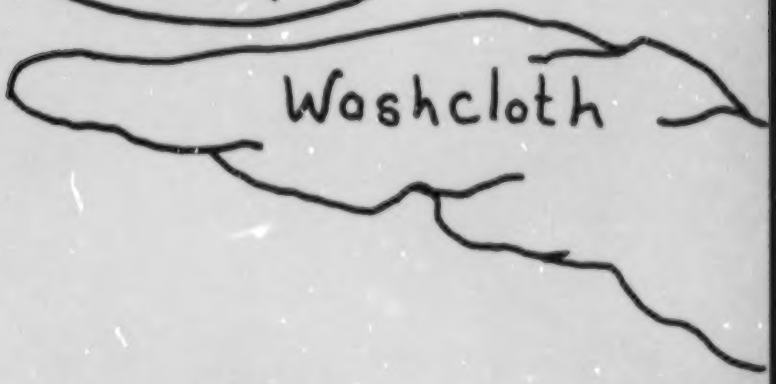
8. Allow mold to form on unrefrigerated bread or cheese, peaches, etc. Have students observe changes and discuss changes in appearance and odor.

9. Allow milk to spoil and discuss changes

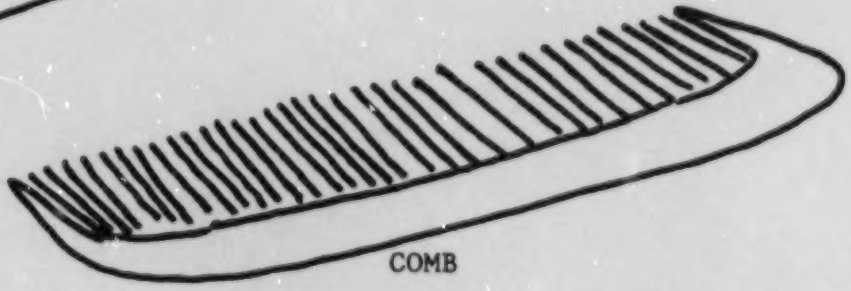
10. Let students scrub a carrot or potato with a "chore girl." Use a clear mixing bowl so students may see residue of dirt removed which remains in bowl.

CIRCLE THINGS YOU USE EVERYDAY.

NAIL FILE



TOOTHBRUSH



COMB

HAIRBRUSH

CONCEPT V

FOOD PRODUCTION AND SANITATION AFFECTS FOOD QUALITY

Concept VI	Eating is a behavioral activity which affects individuals socially, emotionally, and physiologically.
Sub-Concept A	Recognize manners appropriate for home and school. Practice table manners, good food habits, and good citizenship.
Learner Outcome	Student become aware of acceptable mealtime manners.
Behavioral Objective	Student practices appropriate manners at home and in public.
Measurement	Student demonstrates his knowledge of good manners by correctly role playing the following situations, answering appropriate questions correctly. 1. Set a table with a place setting of tableware, dinnerware, including napkin and a glass for milk, along with one or two "imaginary" food items. (Teacher may wish food models for certain food items.) 2. Have student ask for a food item. Request should be accompanied by the appropriate responses of "please" and "thank you." 3. Ask student which he would use first, the knife, glass or napkin. 4. Pretend there is a bowl of soup. Ask student to show how he would dip and eat the soup. 5. Have student demonstrate how he would "cut his meat," or eat his jello. (Note utensil selected).

Learning Activities	Teachers Resources
1. Role play situations involving food where good manners contribute to the pleasure associated with the experience. For example, pass around cookies on a plate. Discuss how many cookies one should take in order to allow enough cookies for others. 2. Role play "good manners" with chewing gum, let children demonstrate the "do's" and "don'ts" of gum chewing or handling gum when it is no longer wanted.	1. Carel, E., "The Very Hungry Catepillar." Collins World. Leaf, M., "Manners Can Be Fun." "Balanced Meals" by Instructo (Place Setting). Milne, A., "Winnie-the-Pooh Meets Gopher." Western Publ. Co., INc., 1972.

Concept VI	Eating is a behavioral activity which affects individuals socially, emotionally, and physiologically.
Sub-Concept A	Recognize manners appropriate for home and school. Practice table manners, good food habits, and good citizenship.

Learning Activities	Teachers Resources

3. Students make a place mat from colored construction or old manila folders. Stress that they will use these a long time so they will take care of them.

4. Set a proper place setting and let students observe and then copy on their own placemats.

5. Allow students to role play "eating out" in a restaurant and let them practice talking in a soft conversation voice.

Concept VI	Eating is a behavioral activity which affects individuals socially, emotionally, and physiologically.
Sub-Concept B	Contribute to the appearance of the school cafeteria.
Learner Outcome	Students will be aware that a nice atmosphere makes an eating experience nicer.
Behavioral Objective	Children consciously try to keep the appearance of the school cafeteria neat and clean.
Measurement	Let students verbally discuss how their cafeteria should appear.

Learning Activities	Teachers Resources
1. Discuss with the class how the school lunchroom should look. It should be clean, attractive, and uncrowded. The atmosphere should be calm and voices should be at a moderate level. Have students visit lunchroom before and after lunch; draw pictures - before and after.	1. Cafeteria.
2. Have students make a centerpiece for their table in the cafeteria. Let them carry it to the cafeteria each day. make new ones when desired.	2. Art materials as needed for projects.
3. Discuss table manners. Be courteous and considerate of others; eat slowly; try at least some of each food; chew with mouth shut; keep area clean; talk softly to neighbor.	3. Cafeteria
4. Let students make a collage from magazine pictures of people eating at home, school, picnic, etc.....	4. Magazines
5. Talk about how "big and helpful" they could feel by setting the table for their family. Use paper plates and toy flatware with napkins and let each child set a place setting	5. Paper Plates Toy (plastic) flatware Napkins

Concept VI	Eating is a behavioral activity which affects individuals socially, emotionally, and physiologically.
Sub-Concept B	Contribute to the appearance of the school cafeteria.

Learning Activities	Teachers Resources
6. Observe National School Lunch Week	6. Food Service Director/Manager
7. Go over lunch menu everyday -- classify into food groups.	
8. Good Eater's Club - tokens are given for certain period of time. (Ex. 1 month) certificates given each time a child has 5. At the end of the time period the student with the most tokens gets a free pizza at local pizza place.	
9. State and National Nutrition Poster Contest.	9. Food Service Director/Manager.

Concept VI	Eating is a behavioral activity which affects individuals socially, emotionally, and physiologically.
Sub-Concept C	Make food choices from a menu. Make suggestions on where family can eat away from home. Be aware of peer pressure in selecting a place to eat.
Learner Outcome	Students become aware that there is a wide range of foods to choose from when eating out.
Behavioral Objective	Students choose balanced meals when eating away from home
Measurement	When given a menu -- student chooses balanced meals.

Learning Activities	Teachers Resources

1. Take a survey of students favorite place to eat away from home. Let them take a questionnaire home for their parents to answer. Tally and compare so children can see the differences.
2. Let students choose and make their own menu. Afterwards show children if it is or isn't a balanced menu.
3. Let students do "role playing" in a restaurant.
4. Let students choose a name for their restaurant and let them color their own menu cover.

A PLACE SETTING

VI - 7

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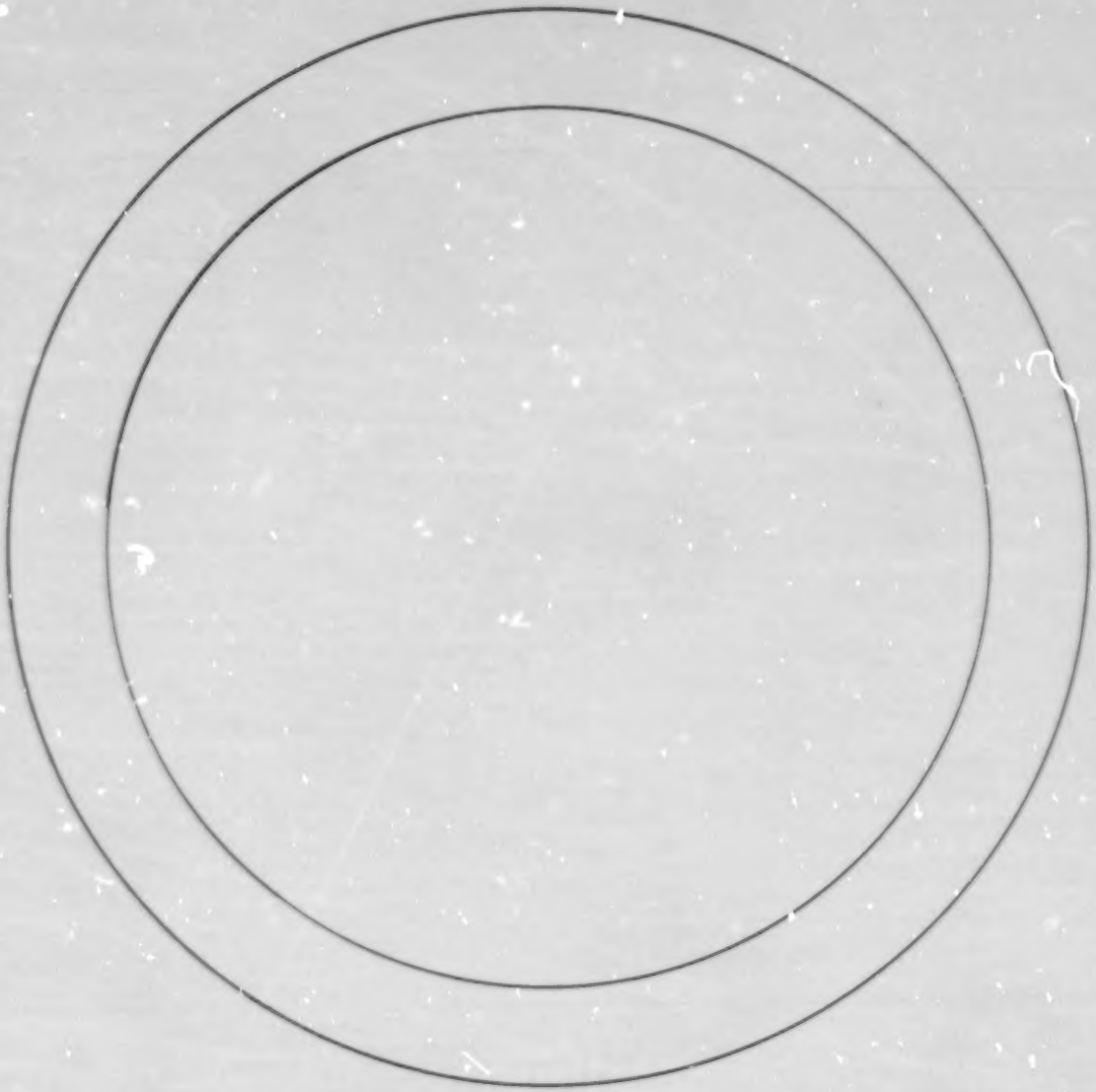
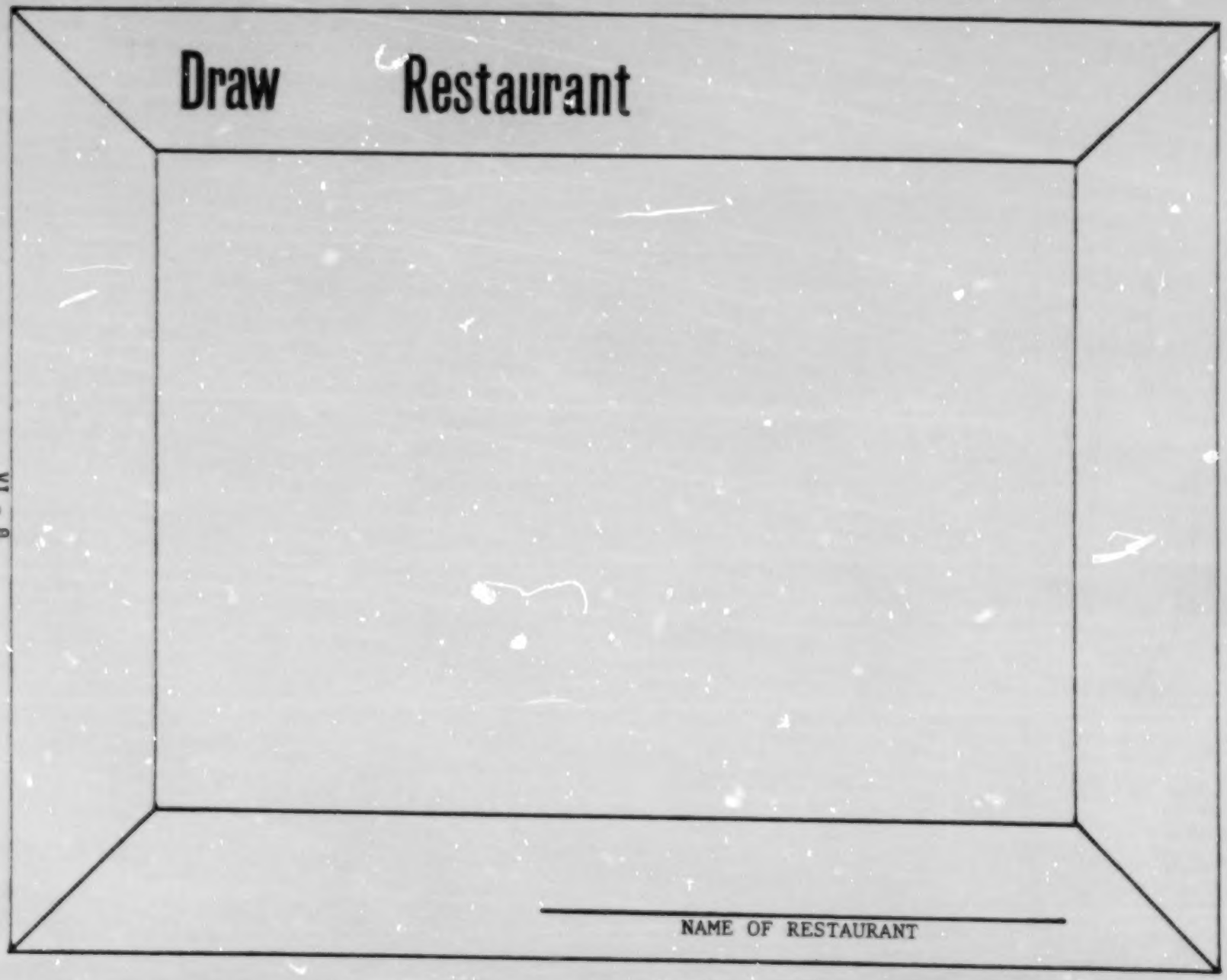


142

Draw Restaurant



VI - 8

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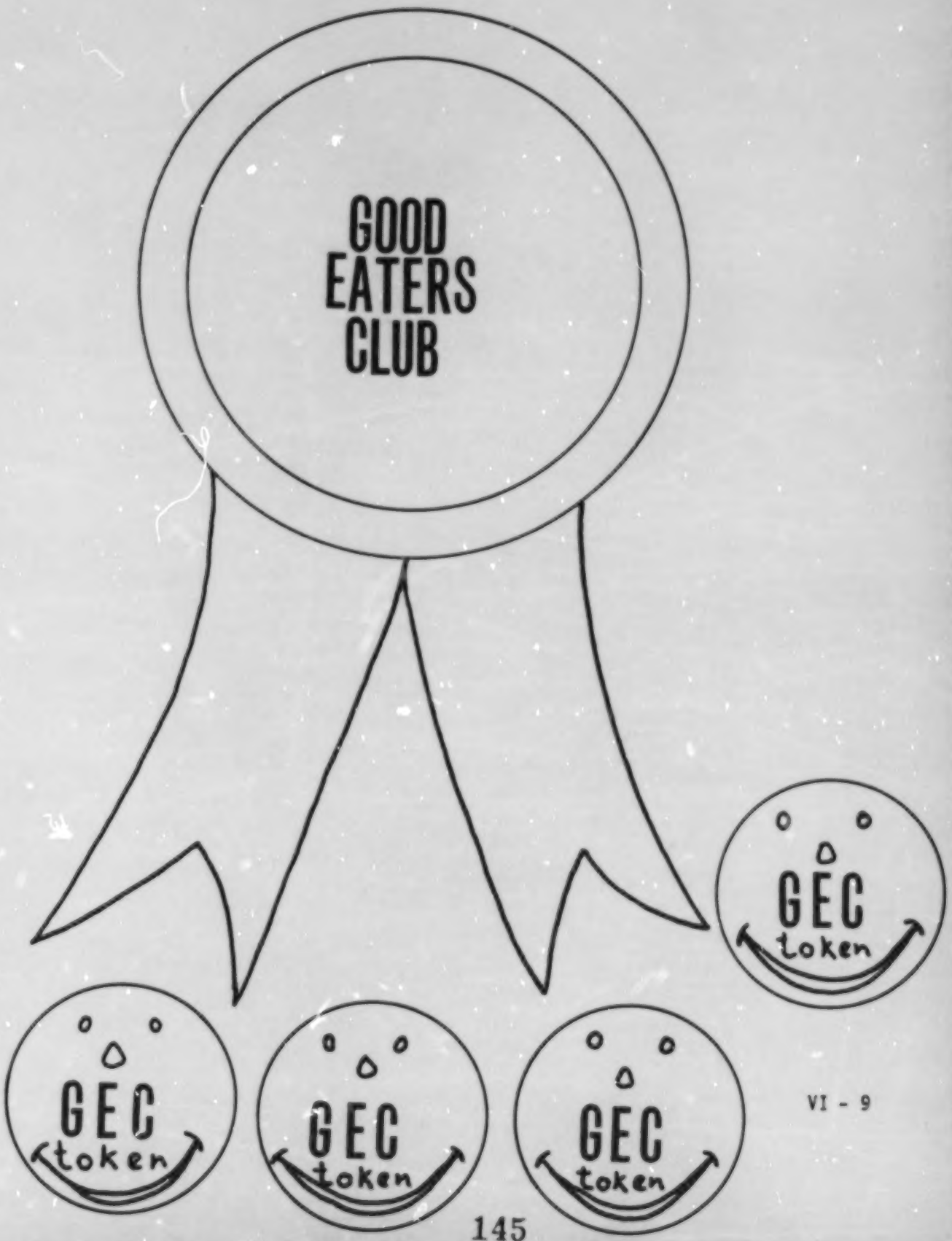
142

144



VI - 9

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SELECTED BIBLIOGRAPHY

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"Five Senses." Walt Disney Ed. Media Co., 500 S. Buena Vista St., Burbank, CA 91521.

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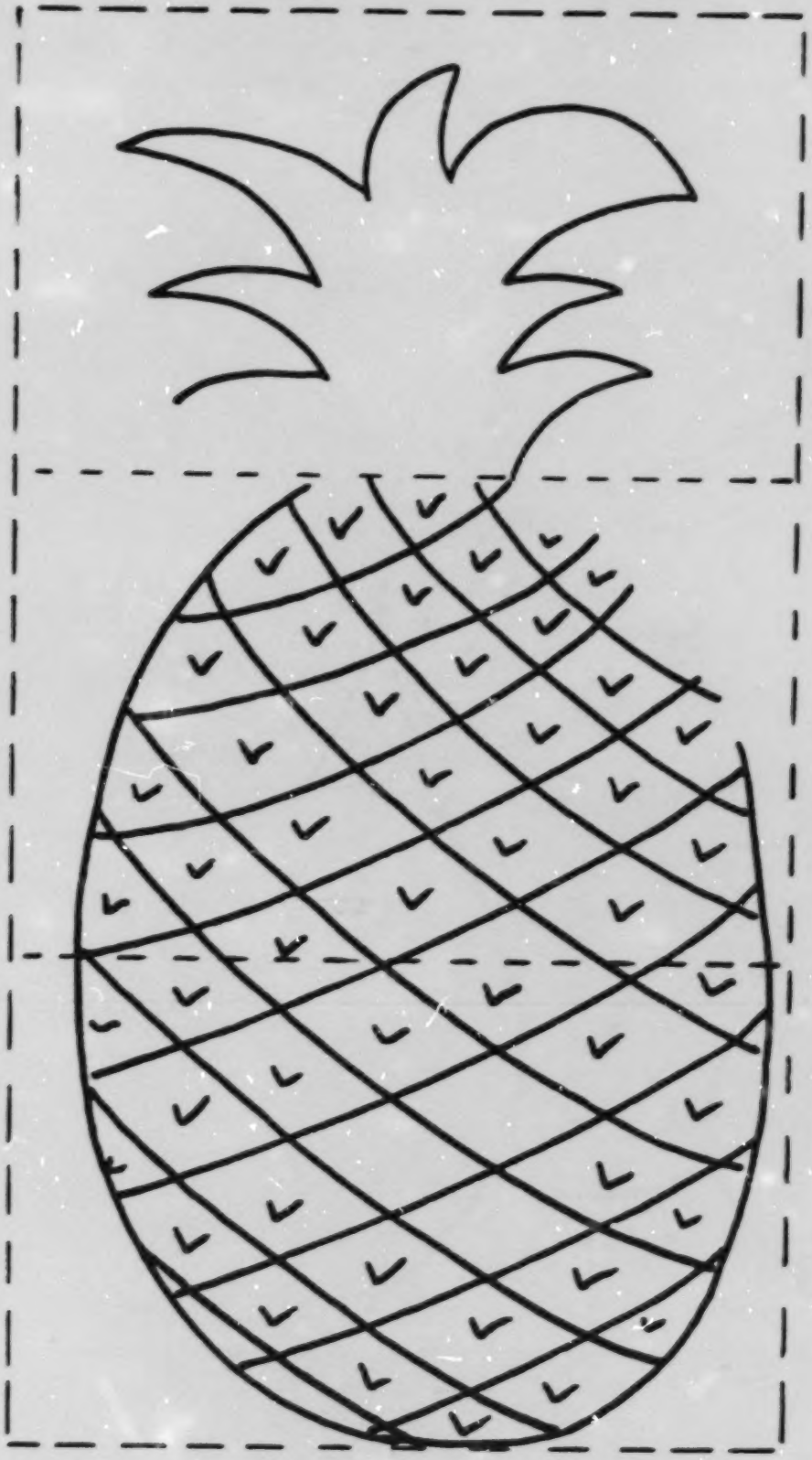
SUPPLEMENTARY MATERIALS

SUPPLEMENTARY MATERIALS

EYE-HAND COORDINATION

Directions: Add the missing lines to finish the pineapple. Color. Cut on dotted line.

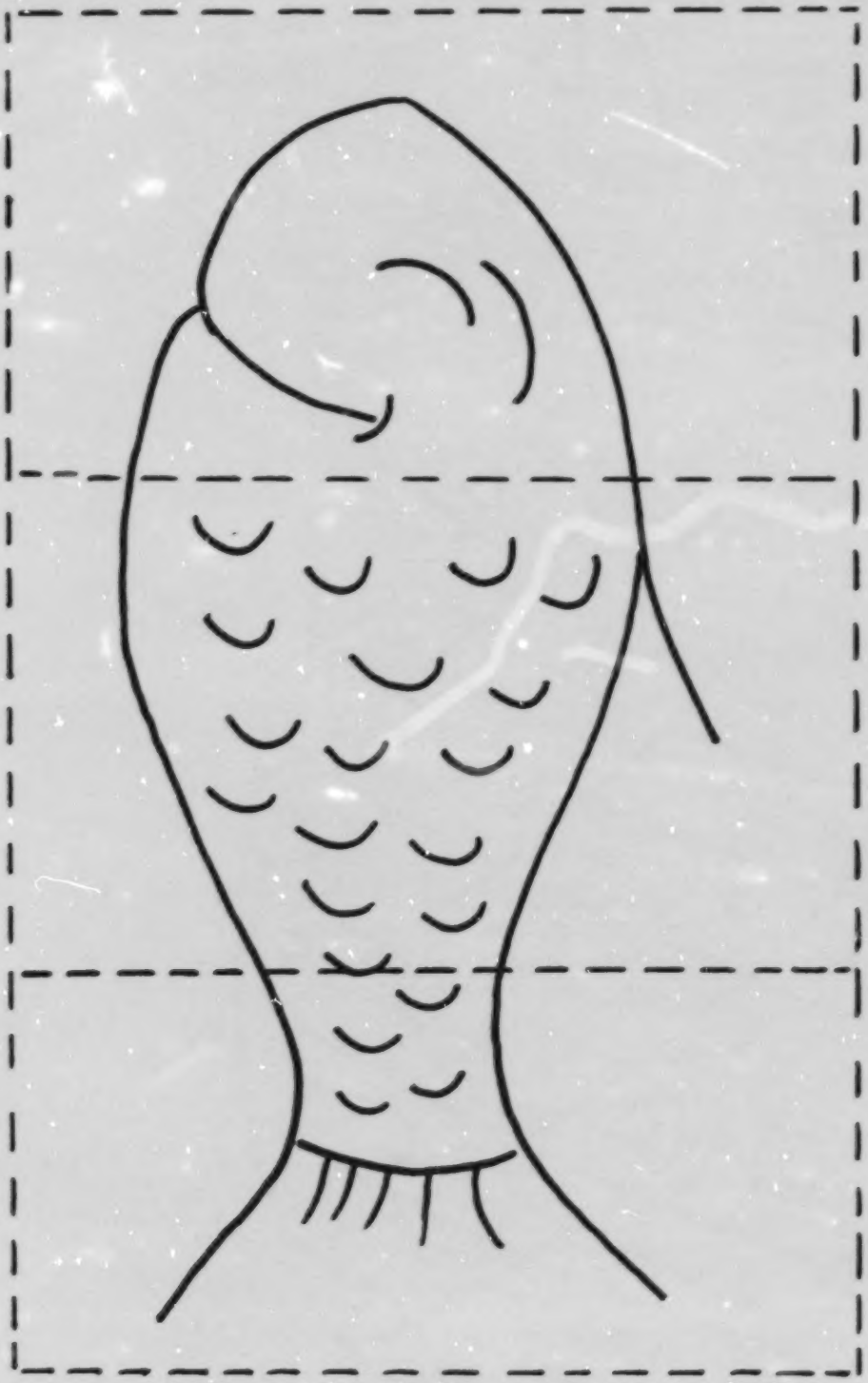


S-R-1

EYE-HAND COORDINATION

Finishing a drawing ---cutting on a line

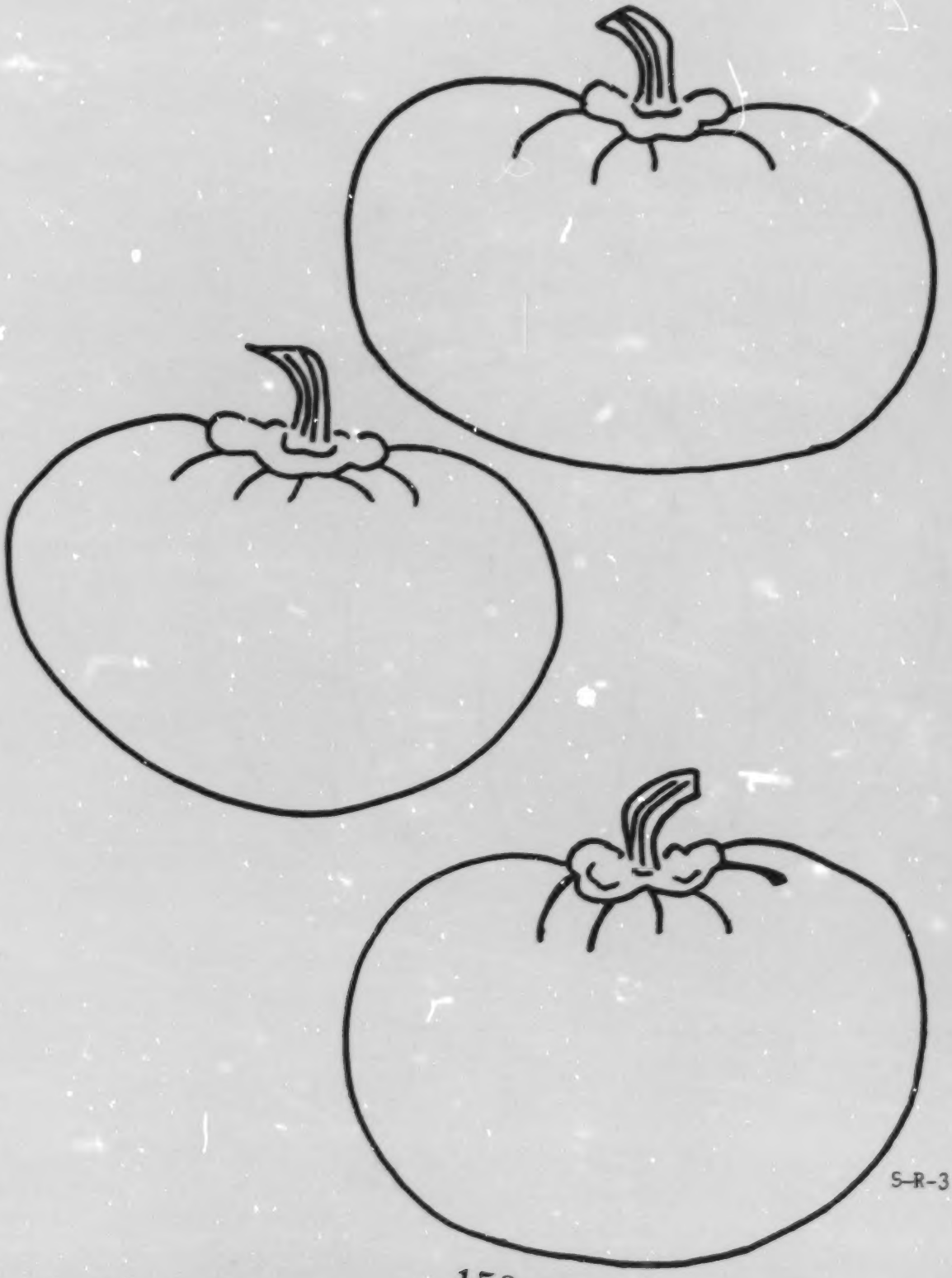
Directions: Add the missing lines to finish the fish. Color. Cut on the dotted line.



S-R-2

Eye-hand coordination----------Finish a drawing

Make two happy jack-o-lantern faces and one sad jack-o-lantern face.

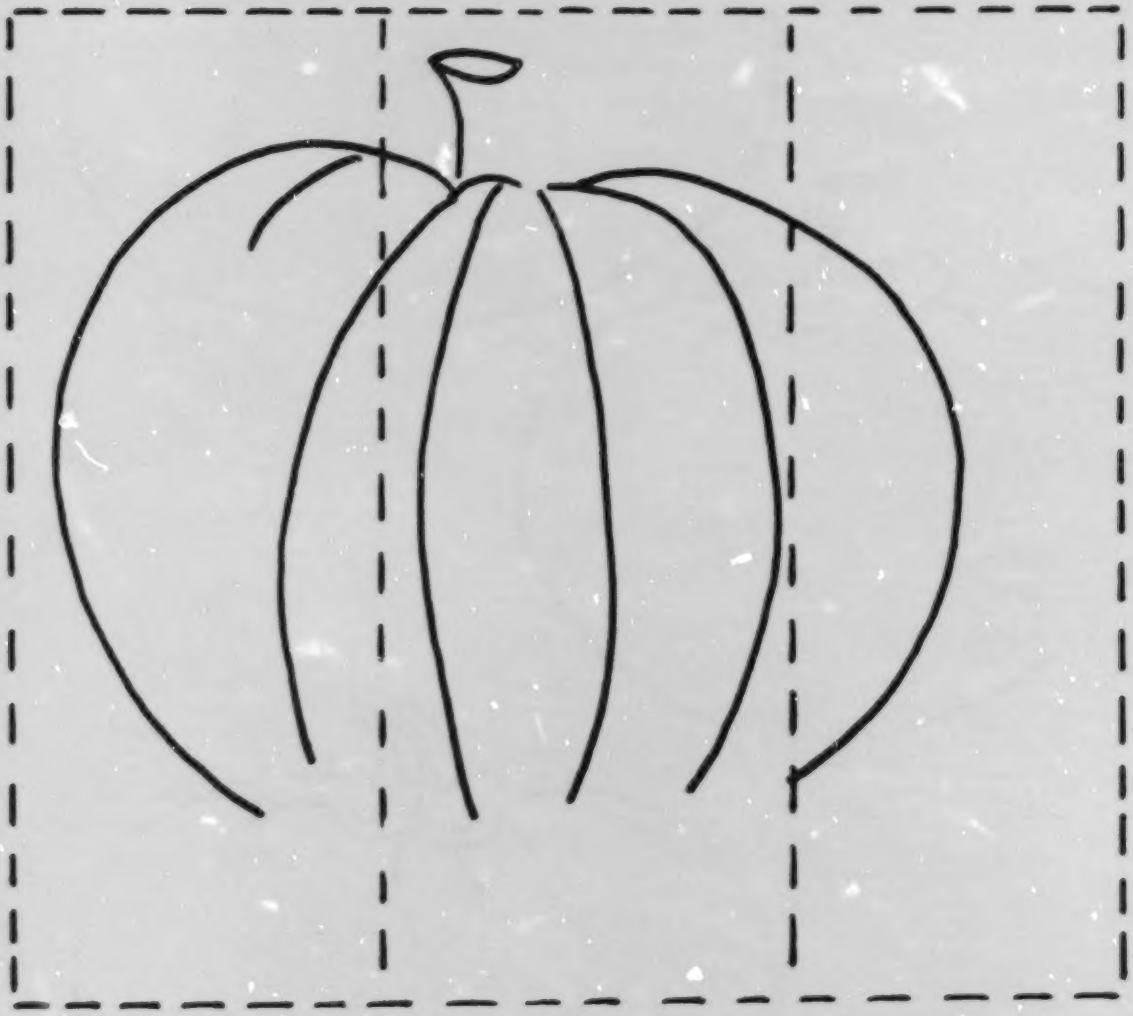


S-R-3

Basic Skills - Reading/Nutrition

EYE-HAND COORDINATION

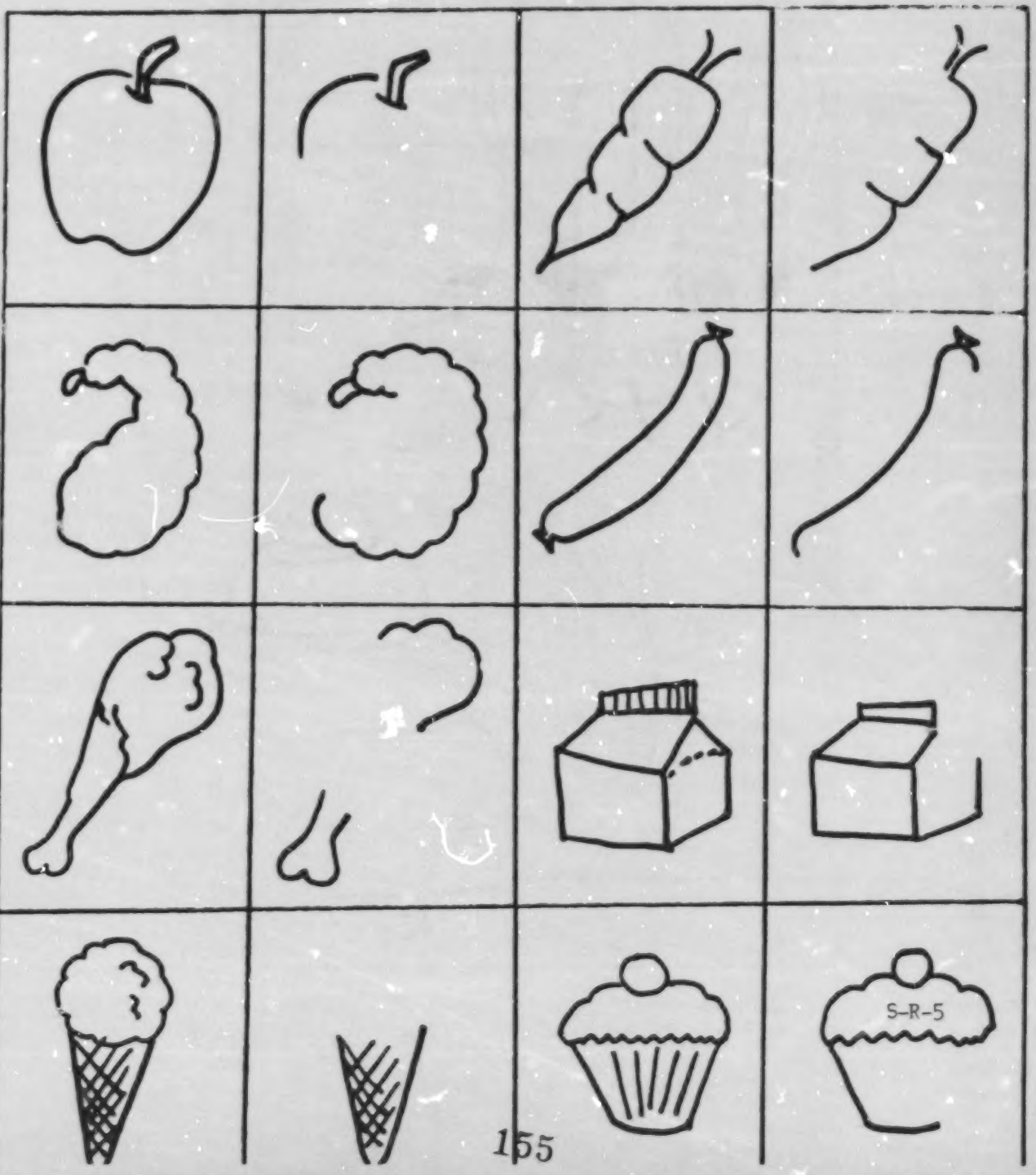
Directions: Add the missing lines to finish the pumpkin. Color. Cut on the dotted lines to make a puzzle.



Eye Hand Coordination

Directions: To the right of each finished food picture is an unfinished one.

Finish each picture.



Grade 1

ATION

Grade 1

Basic Skills - Reading/Nutrition

VISUAL

Directions: Match the word in the box on the left with the same word in the row on the right. Circle the correct word.

WORD MATCHING

Egg	egg	eqq	ege
Ham	hom	mah	ham
Milk	mlk	milk	kilm
Rice	nice	hice	rice
Pork	pork	dork	bork
Jello	gello	jolle	jello
Bean	pean	dean	bean
Beef	beet	beat	beef
Liver	live	love	liver
Cheese	choose	cheese	chew

S.R.7

VISUAL DISCRIMINATION
CLASSIFYING

Match Foods to their Source:

Apple

Tomato

Grape

Date

Pineapple

Pear

Bean

Watermelons

Cherry

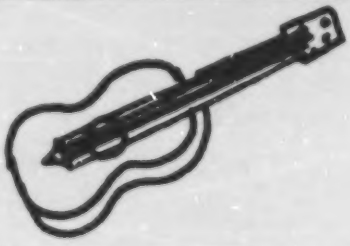
Cucumber

Okra

Squash

INITIAL LETTER SOUND

Circle the picture which begins with the sound of the letter in the box.

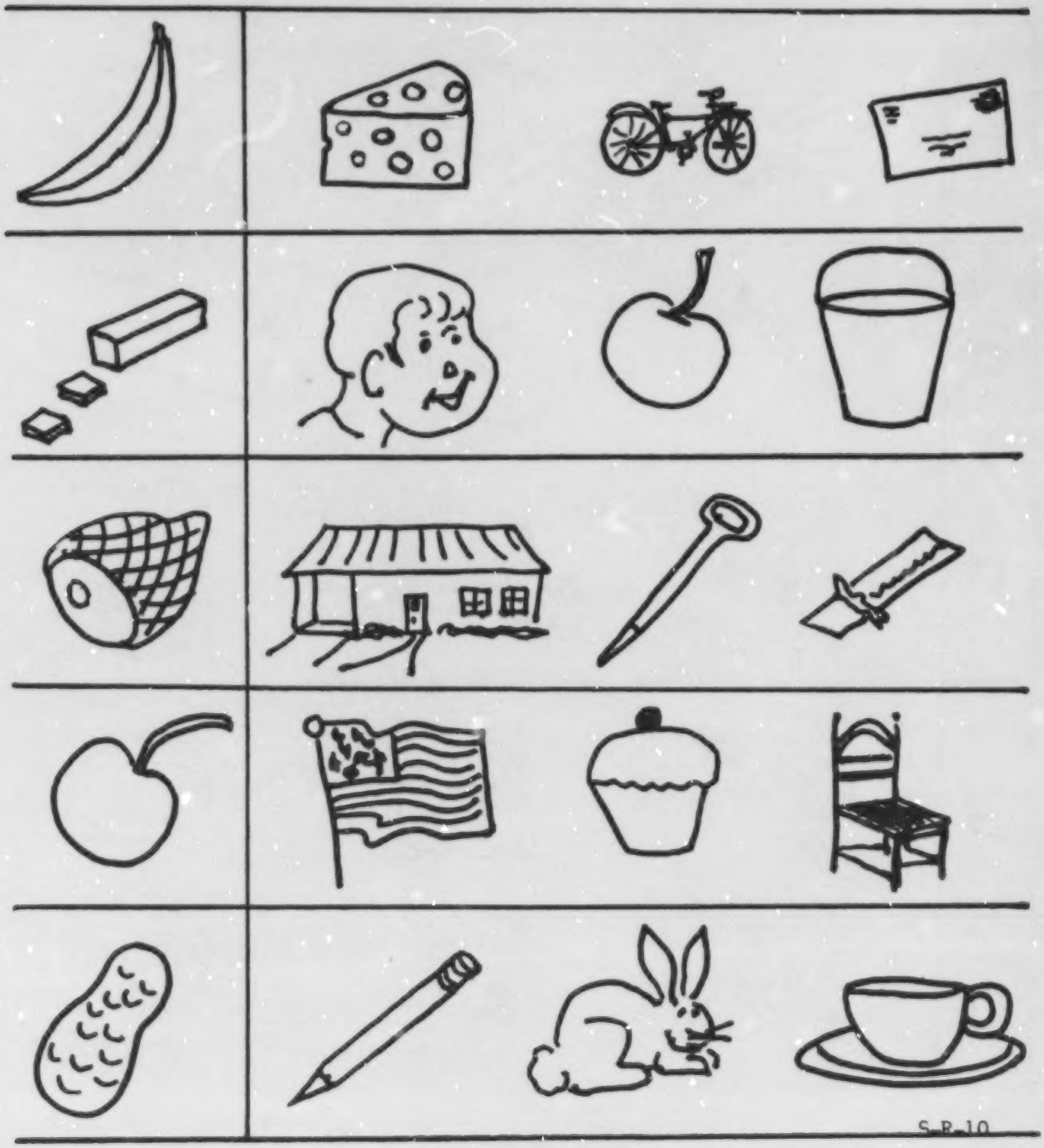
b			
d			
p			
g			
q			

S-R-9

Basic Skills - Reading/Nutrition Grade 1

AUDITORY DISCRIMINATION -BEGINNING SOUNDS

DIRECTIONS: Circle the picture on the right which begins with the same sound as the picture in the left hand box.



S-R-10

AUDITORY DISCRIMINATION
BEGINNING SOUNDS

Find the object on the right that begins with the same sound as the object in the box.

MEDIAL VOWEL SOUND

Circle the vowel sound that is represented in the picture on the left.

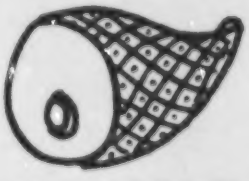
a e i o u

a e i o u

a e i o u

a e i o u

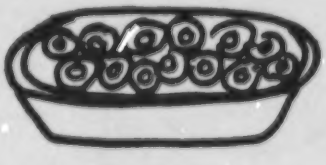
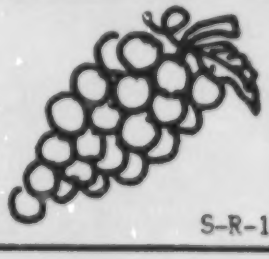
a e i o u



a e i o u

MEDIAL VOWEL SOUND

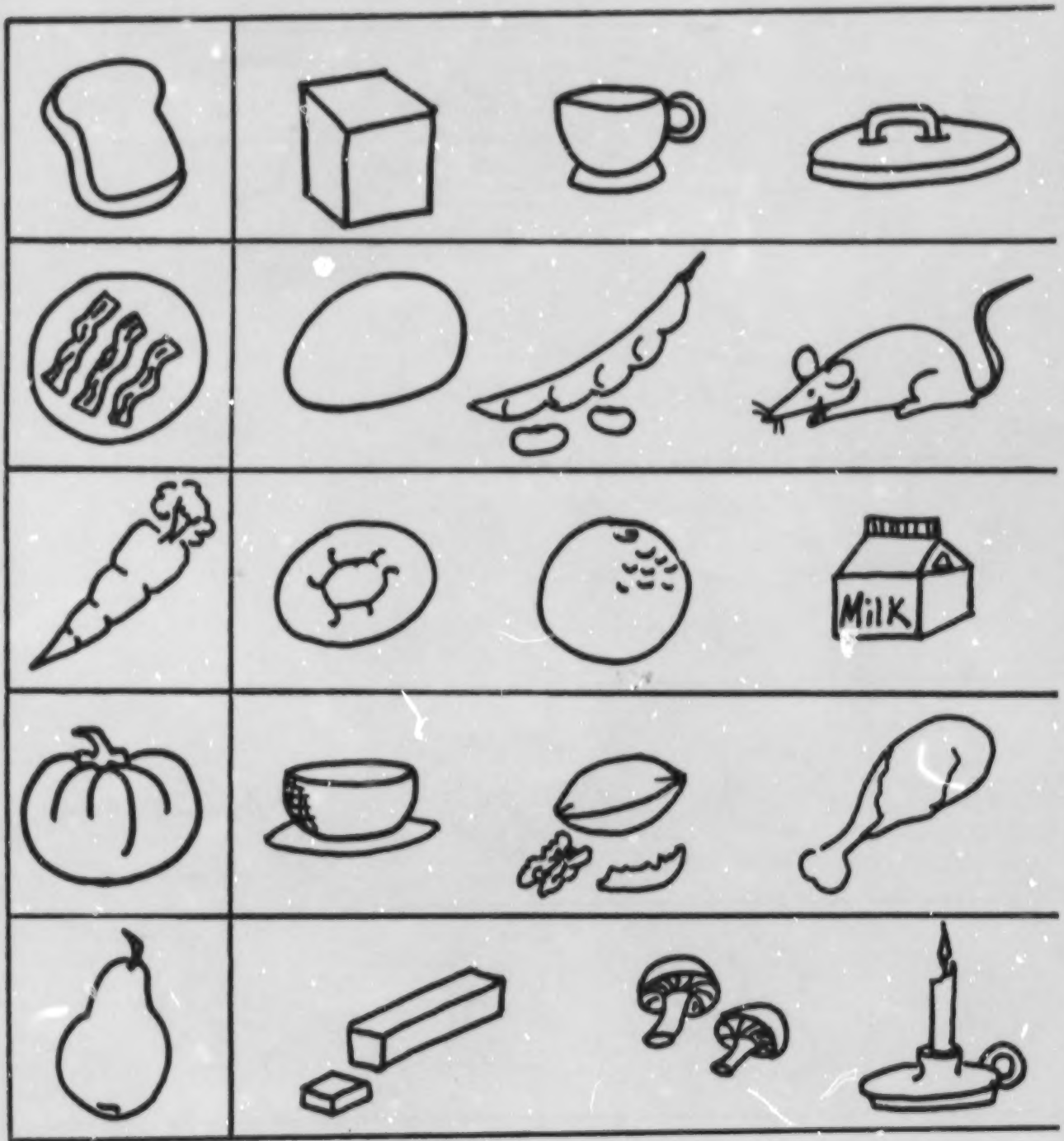
Circle the picture which has the vowel sound of the vowel in the box on the left.

Ā			
ĕ			
ĭ			
ŏ			
ŭ			
Ē			

S-R-13

AUDITORY DISCRIMINATION-ENDING SOUNDS

Circle the objects on the right which end with the same sound as the one in the box on the left.

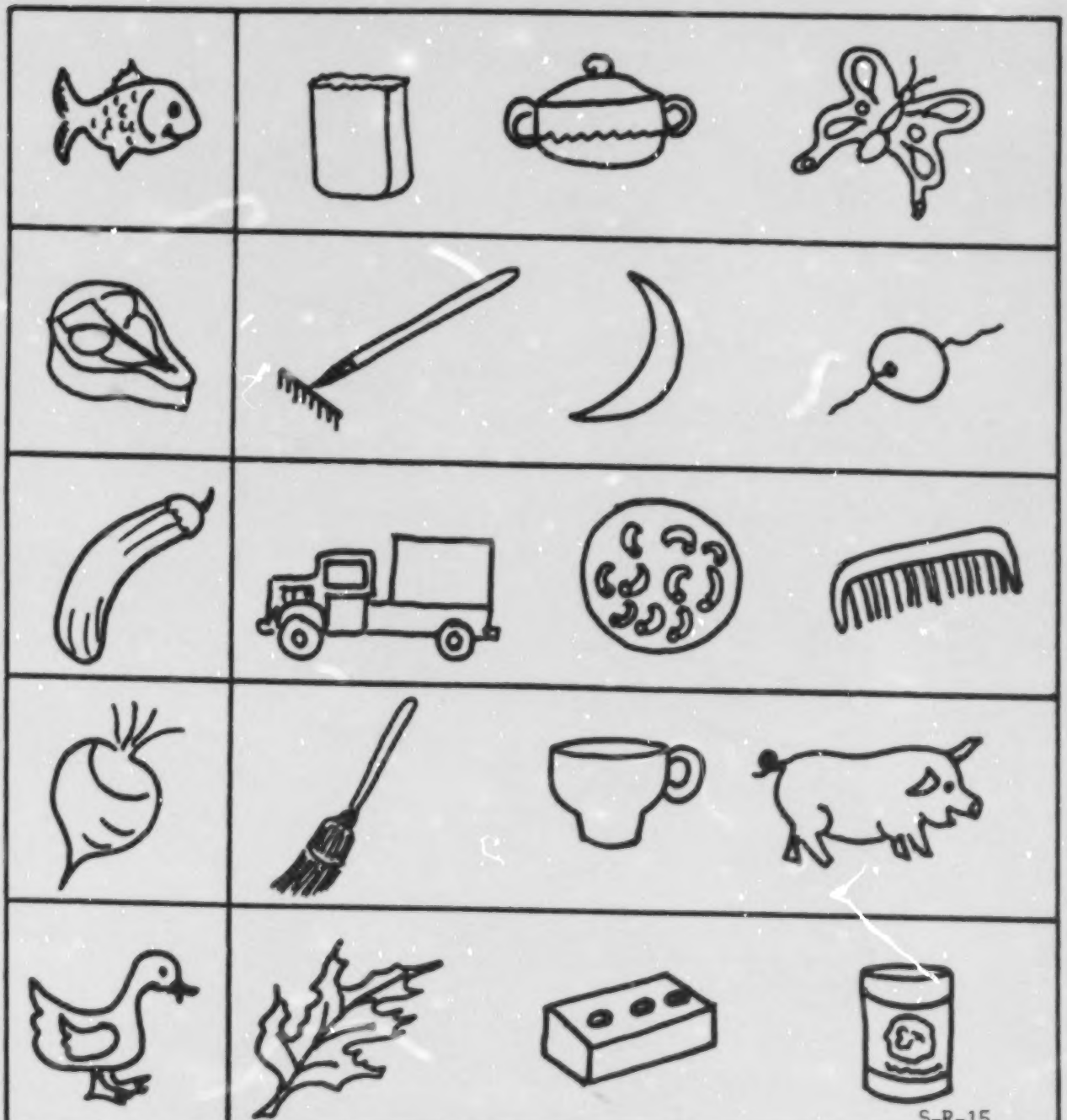


Grade_____ Name

S-R-14

AUDITORY DISCRIMINATION-ENDING SOUNDS

Circle the object on the right which ends with the same sound as the one in the box.



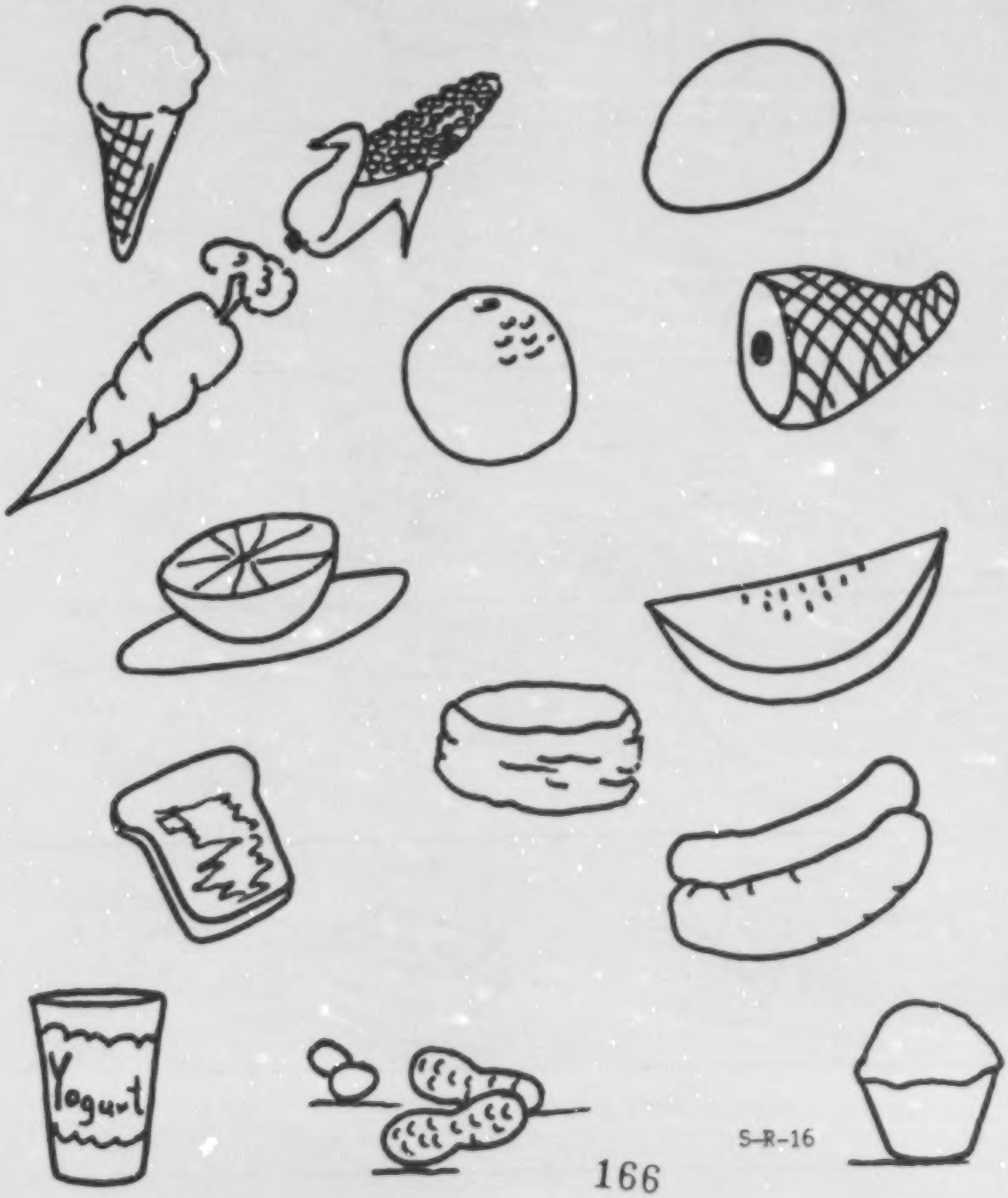
S-R-15

fish	steak	zucchini	turnip	duck

AUDITORY DISCRIMINATION-ENDING SOUNDS

Circle all foods that end in "n"
Put an X on all foods that end in "m"
Draw a box around the words that end in "t"
Draw a triangle around the words that end in "g"

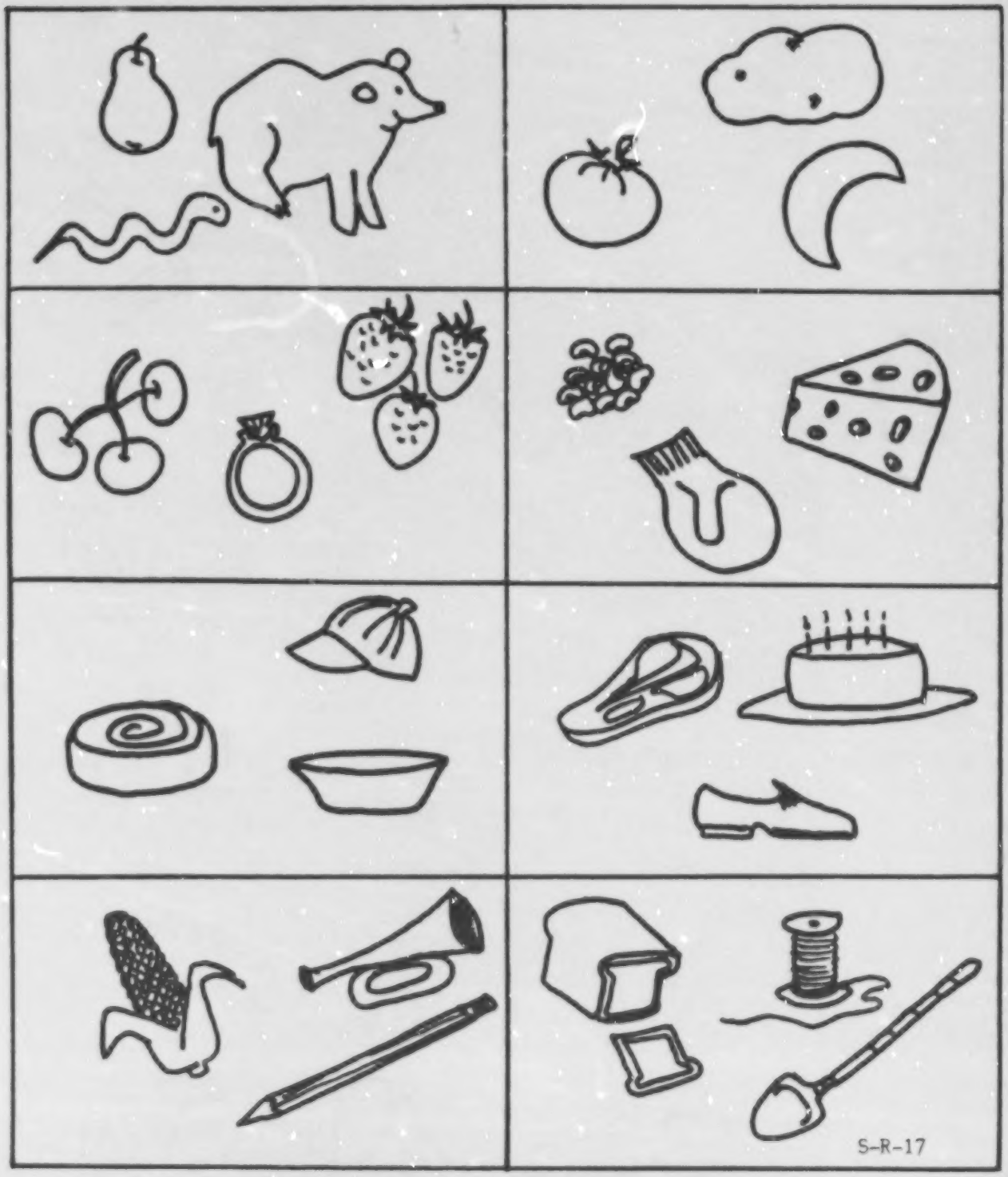
egg	muffin
ham	toast
ice cream	bun
orange	corn
watermelon	carrot
grapefruit	
biscuit	
peanut	
yogurt	



AUDITORY DISCRIMINATION RHYMING WORDS

Put an X on the two objects which rhyme --- in each box.

Discuss the food items.



AUDITORY DISCRIMINATION RHYMING WORDS

Draw a line from the word on the left to the picture which rhymes with it.

EAT

GOOD

SMELL

COOK

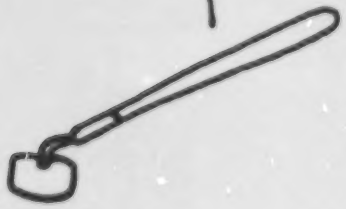
LIKE

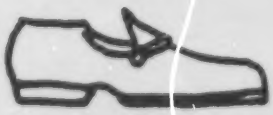
GROW

FUN

SPOON

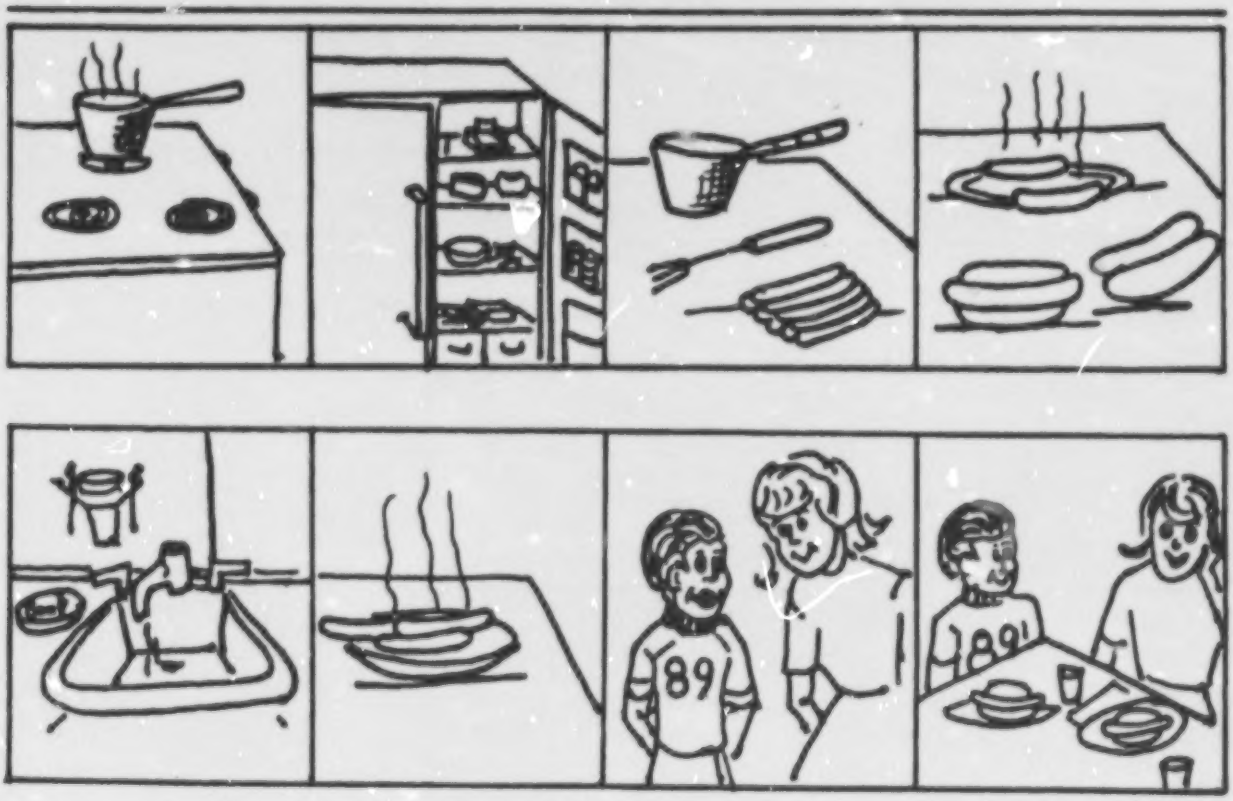
CHEW





CRITICAL THINKING-SEQUENCE

Directions: After the teacher reads the story number the pictures in the sequence which corresponds to the story and then cut them out and glue them in order on another sheet of paper.



JOE COOKS HOT DOGS

Joe asks his mother if he may cook some hot dogs for their lunch. Joe's mother says, "Wash your hands with soap." Joe washes his hands in the bathroom.

Joe takes the hot dogs from the refrigerator. He gets the pan and fork. Joe puts the hot dogs on the stove to heat. He takes the hot dogs out on a plate. He gets the buns. He puts the hot dogs together. Joe and his mother eat lunch.

DECODING

1. Chicken is a _____	Meat milk map
2. Banana is a _____	friend fruit flip
3. Cherries grow on _____	posts vines trees
4. Hamburger _____ are bread.	buns pickles days
5. Jello has no _____	vitamins shake water
6. Ice Cream is _____	hot frozen water
7. Cereal is made of _____	peanuts grain sand
8. Coffee is _____ for kids.	fine good bad

S-R-20

DECODING

Unscramble the food words below.
Use the words in the word bank.

1.	ppela _____	apple
2.	quahus _____	orange
3.	hrreyc _____	okra
4.	asrni _____	cherry
5.	koar _____	liver
6.	geg _____	egg
7.	derba _____	milk
8.	georna _____	squash
9.	viler _____	raisin
10.	lmki _____	bread

Answer these questions:

1. What shape is an orange? _____
2. Name three kinds of meat _____, _____, and _____.
3. Name four fruits that grow on a tree. (1)_____, (2)_____, (3)_____ and (4)_____.
4. Name three green vegetables. (1)_____, (2)_____ and (3)_____.
5. Cheese is part of the _____ group.
6. Milk comes from a _____.
7. Sugar tastes sweet, lemons taste _____.
8. Name four fruits. (1)_____, (2)_____, (3)_____ and (4)_____.

DECODING COLOR WORDS

Fill in the missing color word.

Use the words in the word bank.

1. Carrots are _____.
2. Lettuce is _____.
3. Apples are _____.
4. The lemon is _____.
5. The cherry is _____.
6. See the _____ potato.
7. I ate a _____ tomato.
8. Cabbage is a _____ vegetable.
9. There are two colors of grapes; _____ and _____.
10. Spinach is a _____ vegetable.

WORD BANK

green

purple

yellow

red

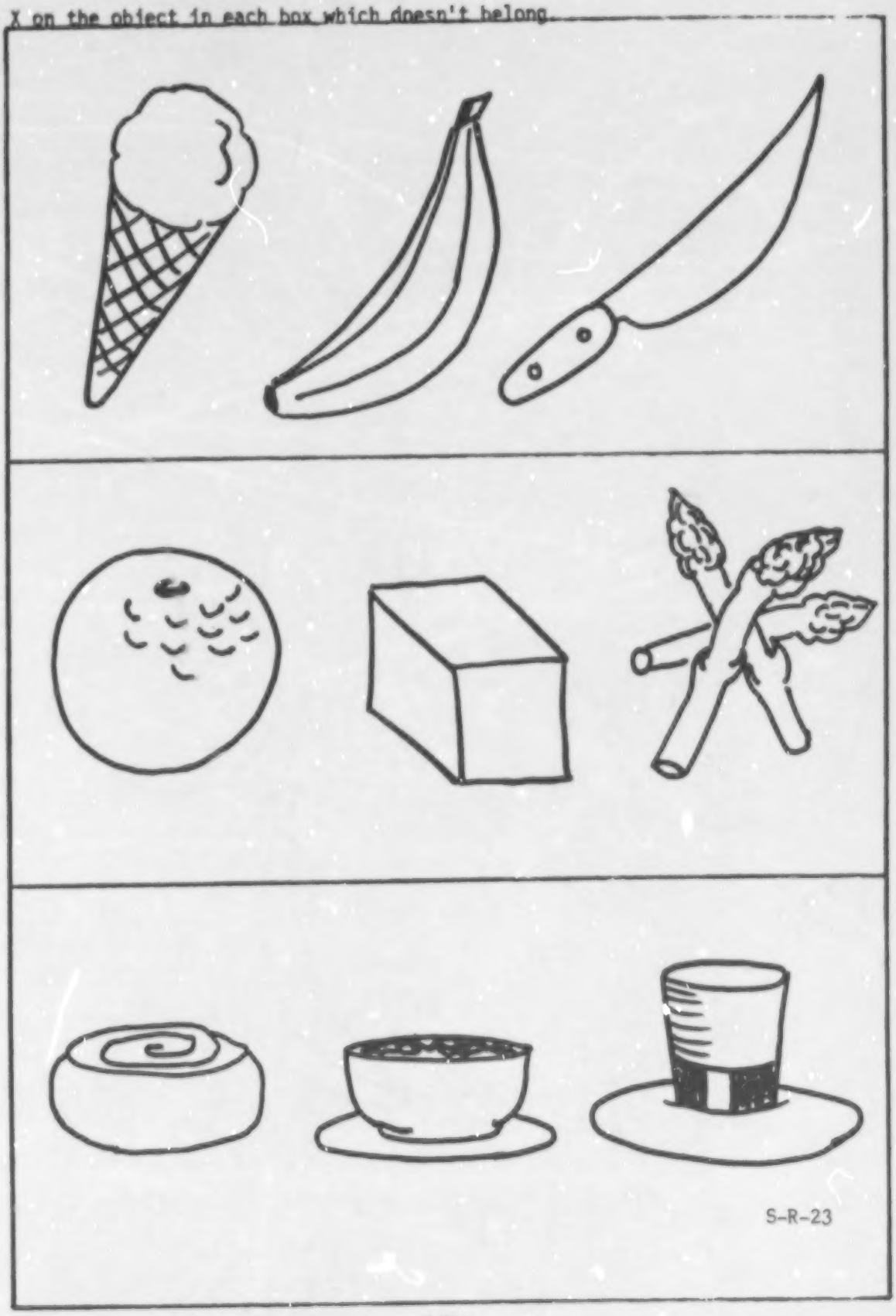
orange

brown

Basic Skills - Reading/Nutrition

Grade 1

Put an X on the object in each box which doesn't belong.

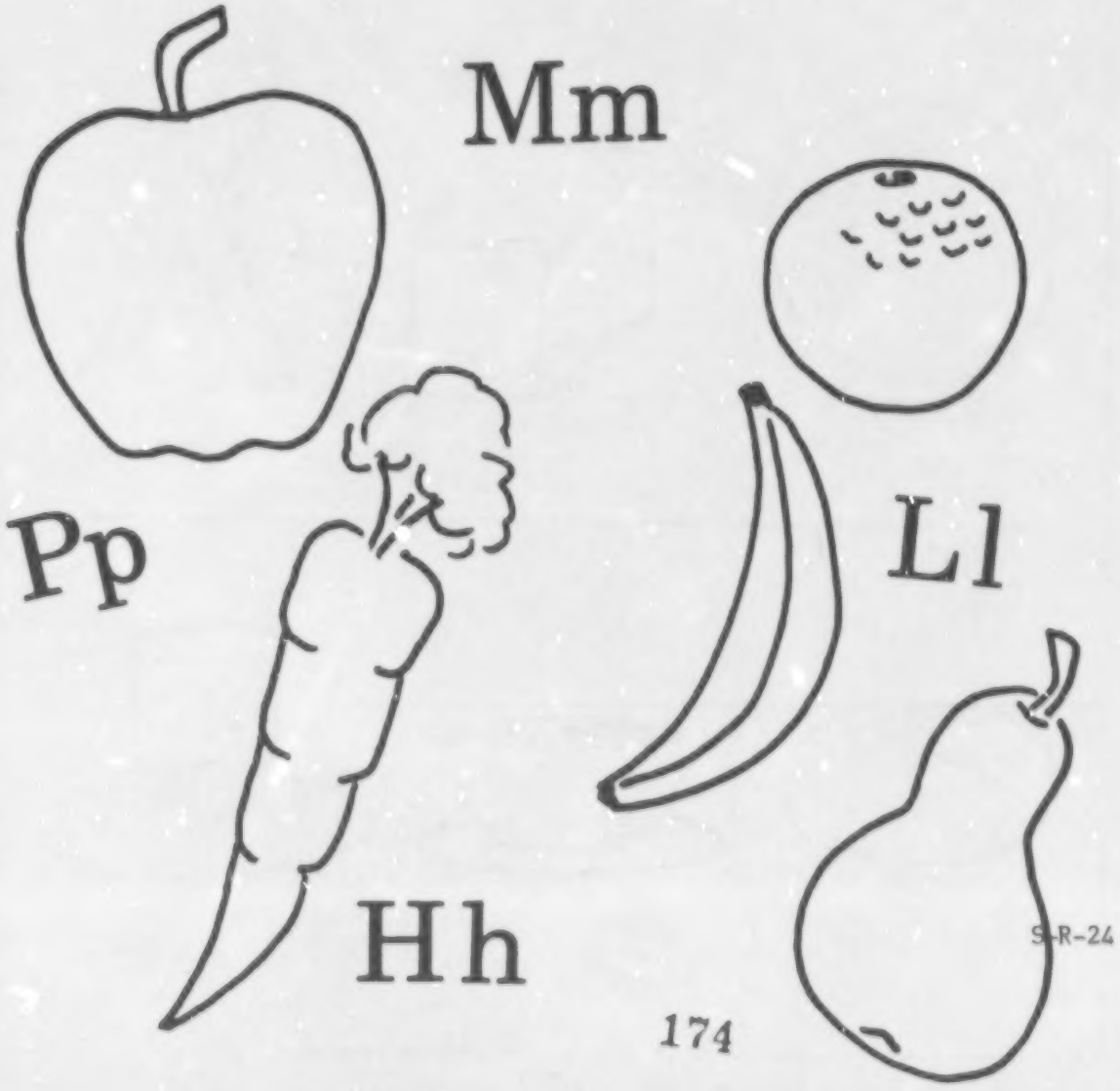


S-R-23

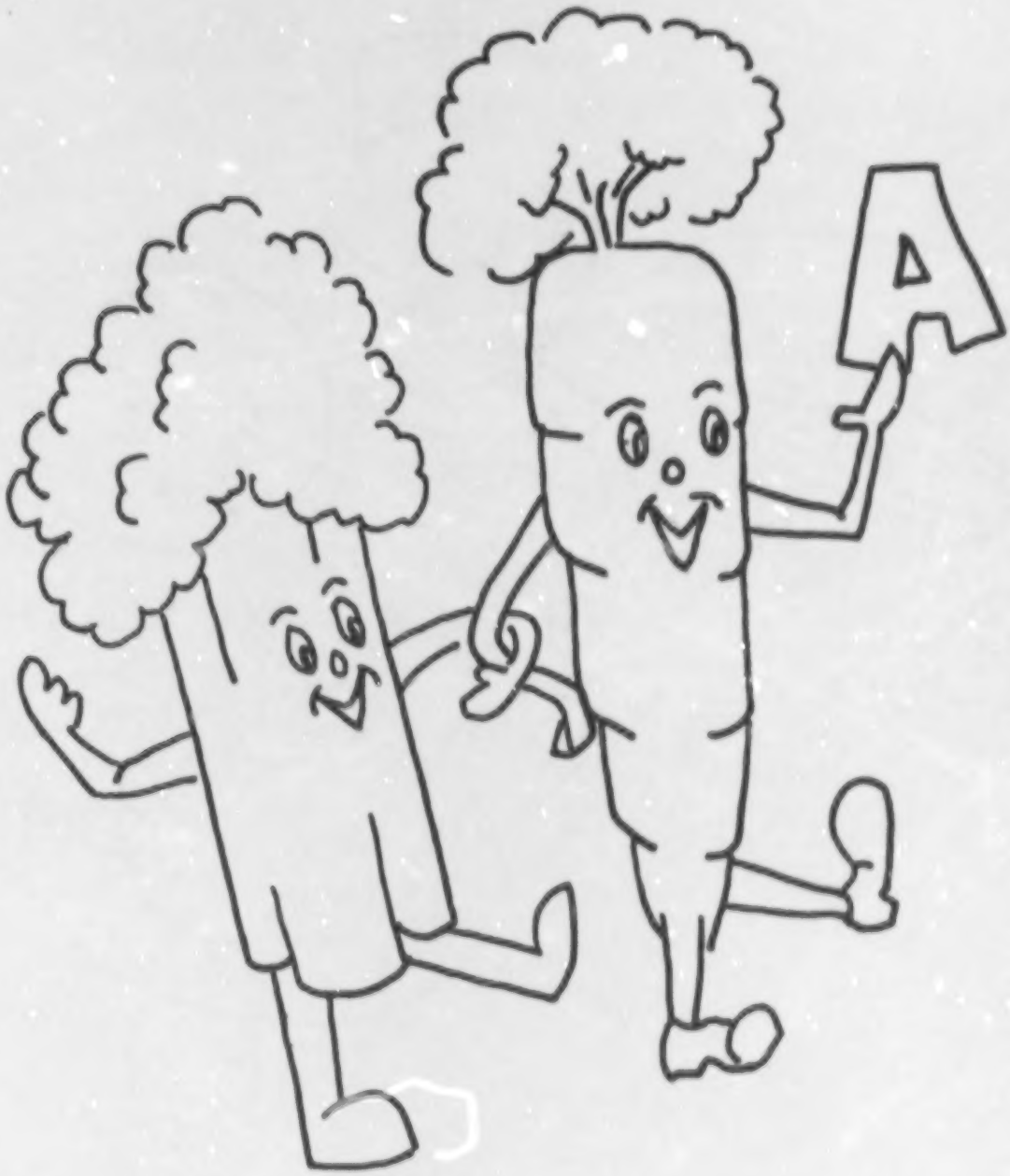
FOLLOWING ORAL DIRECTIONS

Give directions orally:

1. Find a round fruit. Put an X on it.
2. Find an orange vegetable. Draw a circle around it.
3. Find a fruit that begins with "A". (give a short sound)
4. Find a fruit that begins with "P" Put a P on it.
5. Circle the letter that you hear at the beginning of lettuce.
6. Draw a triangle around the letter you hear at the beginning of ham.
7. Circle the letter you hear at the end of plum.
8. Put a "b" on the fruit which begins with the "b" sound.
9. Draw a square around the letter you hear at the beginning of peach.
10. Find a vegetable which begins with the "c" sound (soft c). Put a "C" on it.



S-R-24



We have lots of Vitamin A.

We help you to see in the dark.

We help you to grow.

We protect you from infection.

S-R-25

We have Vitamin C.

We help hold your body cells together, heal your cuts, and help keep the walls of your blood vessels strong.

It was a warm sunny day. Susan and Joey were going to help Daddy plant a garden.

"May I put the seeds in the ground?", asked Susan.

"May I cover them with dirt?", asked Joey.

Daddy and Susan and Joey worked with a hoe and a rake.

Daddy said, "Soon we will have fresh peas and beans."

"They will give us vitamins."

1. Children helped_____.

   (a) plant vegetables (b) rake the yard (c) shoo flies

2. Susan planted_____.

   (a) seeds (b) vines (c) trees

3. They used a _____and a_____.

   (a) scissors and glue (b) hoe and rake (c) knife and fork

4. They would soon have _____and_____.

   (a) carrots and onions (b) lettuce and tomatoes (c) beans and peas

1. The man stacked the cans of peas neatly in a big triangle. Ladies chose some of the cans to buy. Peas give you vitamins.

   Was this man a: (a) grocery man (b) policeman (c) fireman

2. The man climbed down from his tractor. He had been working in his wheat field. Some day his wheat will be made into flour and cereal.

   Was this man a: (a) teacher (b) farmer (c) bus driver

3. The lady stirred the large pan of soup. So many good things had been put into the pan. She had added potatoes, tomatoes, carrots and meat.

   The lady is a: (a) secretary (b) cook (c) space woman

4. The lady set the table. She placed roast beef, potatoes, salad, rolls, and milk on each plate. She called her family to eat.

   The lady is a : (a) mother (b) teacher (c) grocery lady

The large basket sat on the table. It held many good vitamin foods. one was red and round and shiny. One was long and yellow and skinny. One was round and pink and fuzzy.

The children ate all of the vitamin foods. They were healthy children.

1. The basket held:

(A) fruits (B) rocks (C) candies

2. The round red shiny food might have been:

(A) pears (B) pineapples (C) apples

3. The yellow, skinny long food might have been:

(A) banana (B) cucumber (C) hot dog

4. The pink, round, fuzzy food might have been a:

(A) pepper (B) peach (C) cupcake

Match the vitamin to the correct food:

Vitamin A	Orange
Vitamin B	Carrot
Vitamin C	Lettuce

Match:

Vitamin A	Helps good appetite and digestion.
Vitamin B	Helps you to see in the dark.
Vitamin C	Helps heal your cuts.

Susan and Joey are awake with the sun. This is a fun day. They are going on a picnic.

The family found a lovely tree in the forest and spread their blanket.

Mother put the food out.

"Oh, look," said Susan, "we have foods from the four food groups."

"We have ham from the meat group, bread from the bread and cereal group, lettuce and tomato form the fruit and vegetable group and cheese from the milk group," creid Joey.

"I call that a great ham sandwich," said Daddy.

"I call it a balanced meal sandwich," said mother.

1. This story is about a family_____.

(a) picnic (b) fight (c) vacation

2. Susan and Joey know the_____food groups.

(a) one (b) three (c) four

3. Mother plans a _____meal.

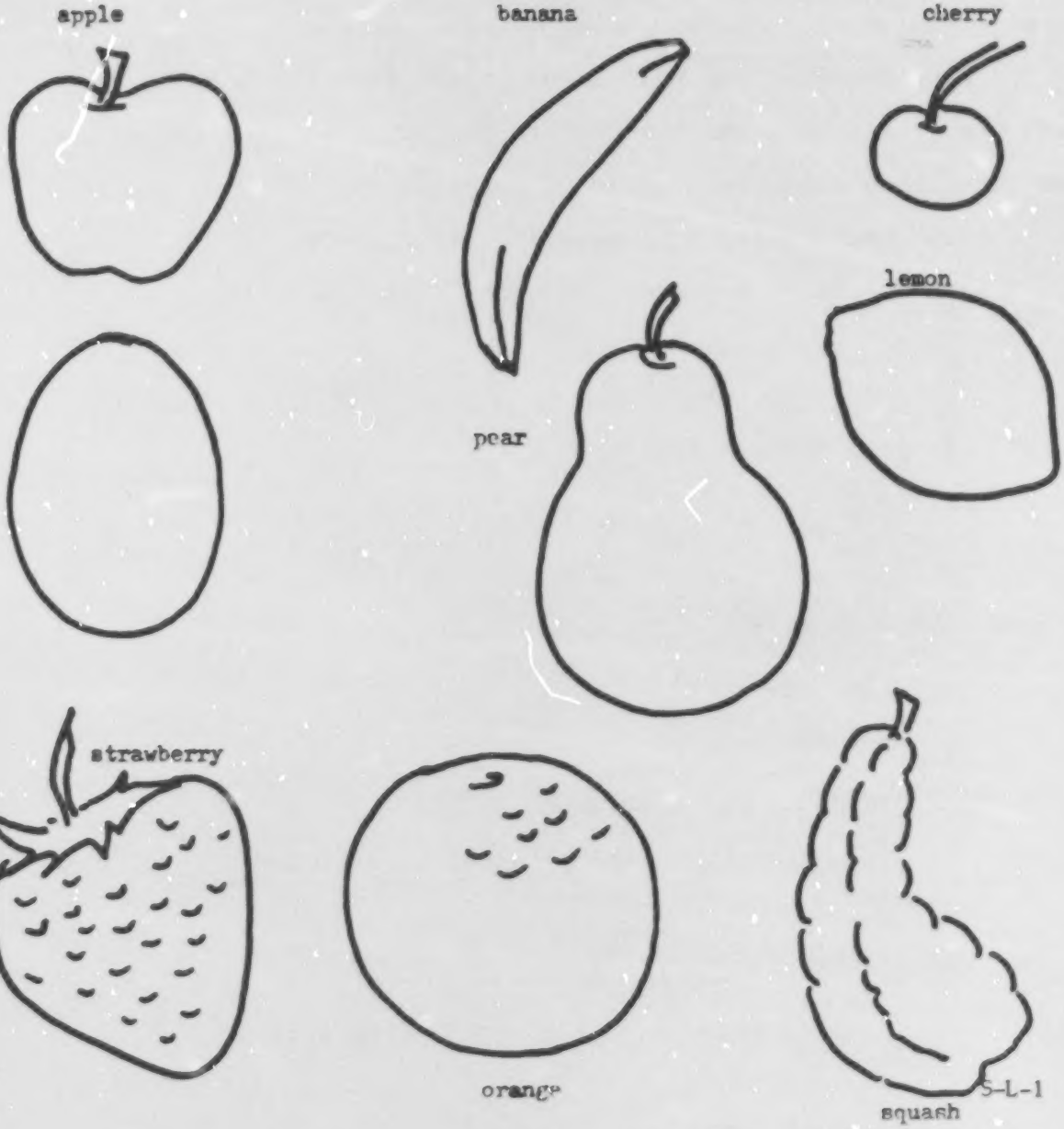
(a) quick (b) balanced (c) fancy

4. The family ate by a _____.

(a) stream (b) river (c) tree

S-R-31

Make "HAPPY FACES" on these foods.



S-L-1

1. What shape is an orange?_____

2. Name three kinds of meat._____,_____,

_____.

3. Name four fruits that grow on a tree._____,

_____,_____,_____

4. Name three green vegetables._____,

_____,_____.

5. Cheese is part of the_____group.

6. Milk comes from a _____.

7. Sugar tastes sweet, lemons taste_____.

8. Name four fruits_____,_____,

_____, _____.

S-L-2

Unscramble the food words below:

1. l a p e p _____

2. q s a h u s _____

3. h r r e y c _____

4. a s r n i _____

5. k o r a _____

Colors

Fill in the missing word.

1. Carrots are _____.

2. Lettuce is _____.

3. Apples are _____.

4. The lemon is _____.

5. The cherry is _____.

6. See the _____ potato.

Read to children orally. Let them draw and color answers.

1 Draw a round fruit.

2. Draw an orange vegetable.

3. Draw a fruit that begins with __A__.

4. Draw a vegetable that begins with __P__.

5. Write the beginning sound of lettuce.

6. Write the beginning sound of ham.

7. Draw a picture of where pears grow.

8. Write the ending sound of plum.

S-L-5

Color

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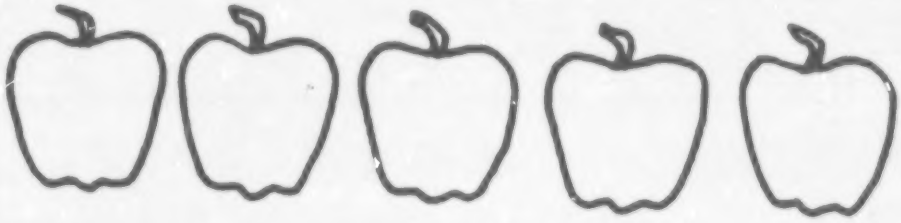
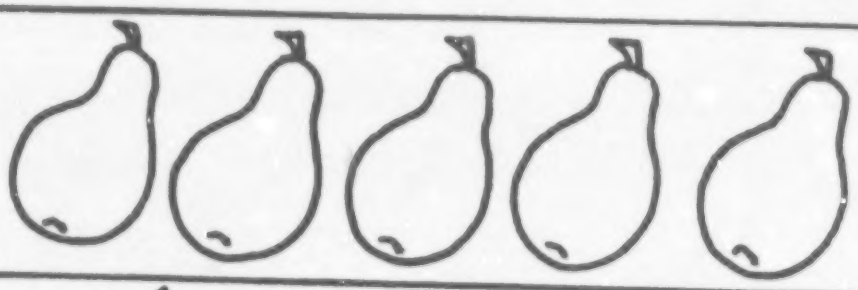
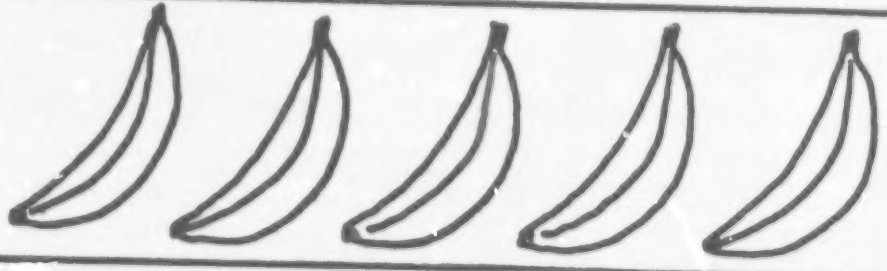
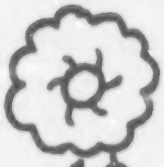
1	
2	
3	
4	
5	S-M-1

What snacks will I choose?

5¢ +  1¢ = _____ ¢

cupcake

2¢ + 6¢ = _____ ¢

pudding

orange juice

7¢ + 2¢ = _____ ¢

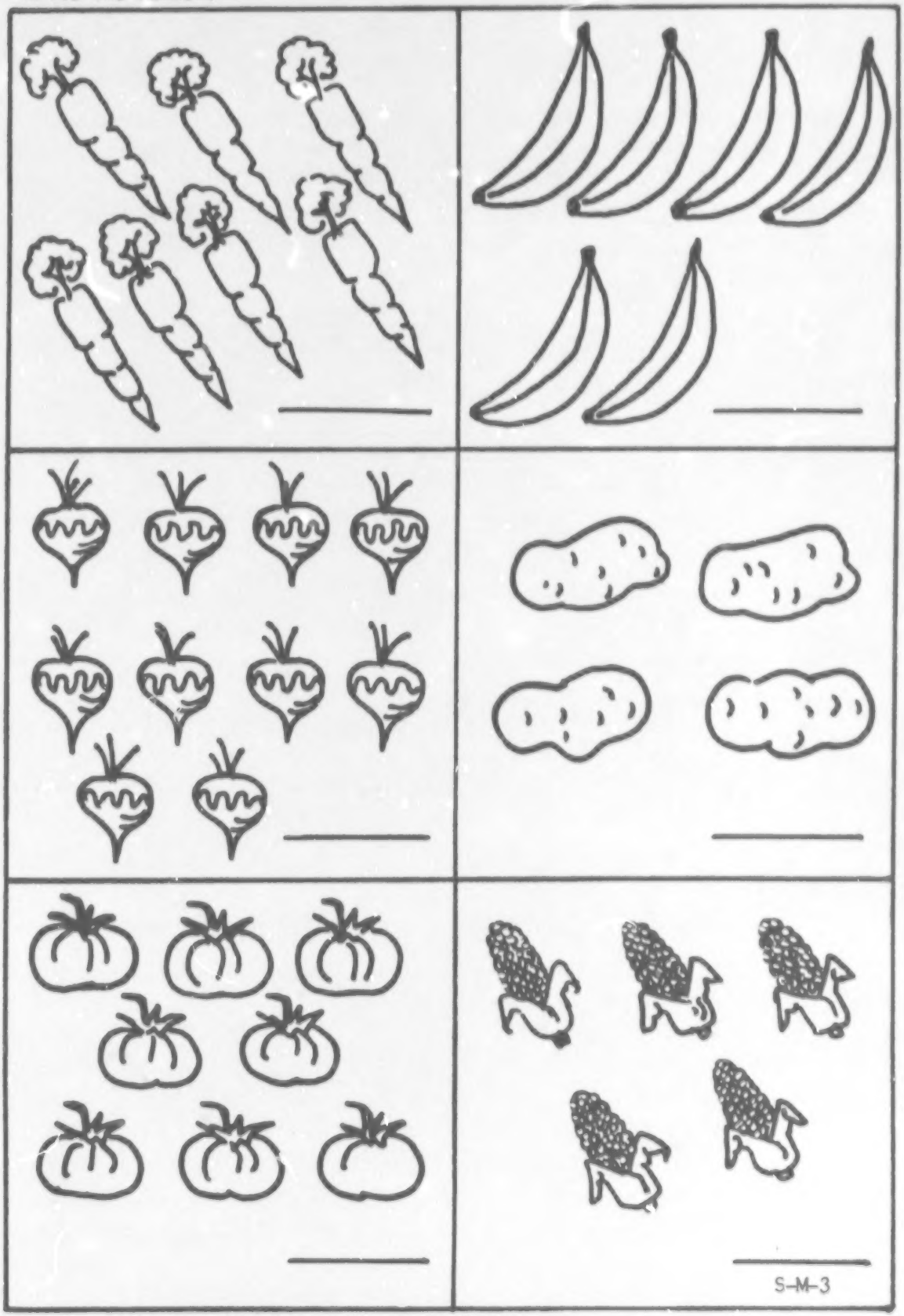
apple

grapes

6¢ + 2¢ = _____ ¢

S-M-2

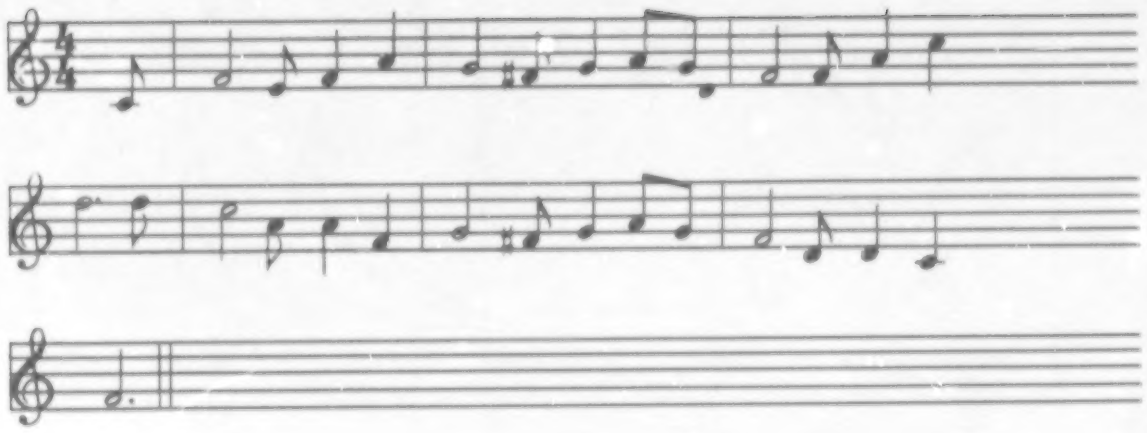
Write the number.



S-M-3

Food & Fun

Tune: Auld Lang Syne



It's fun to cook it, fun to serve it,
Both we do with zest.
But of all the things to do with food
The eating is the best!

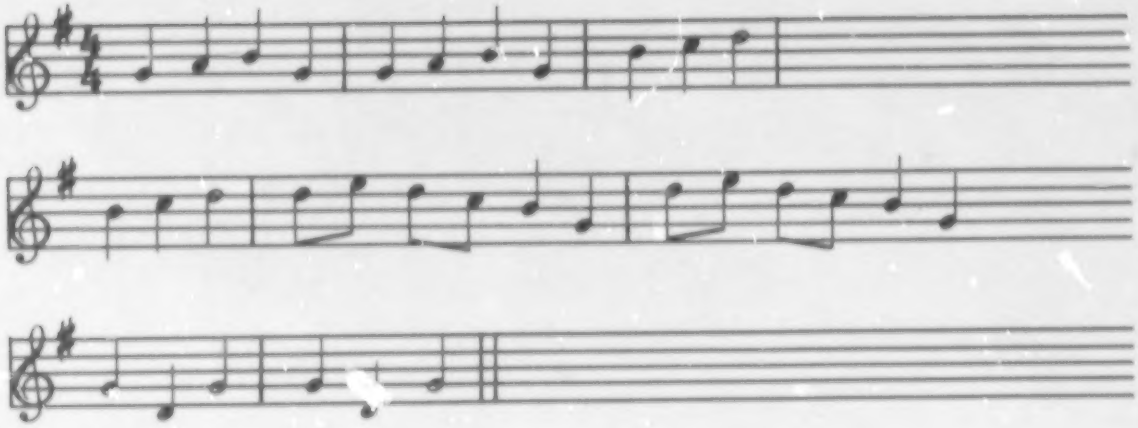
Some folks produce it, buy or sell it;
They, with all the rest,
Agree, of all to do with food
The eating is the best!

So let's prepare some goodies now
And put it to the test,
Of all the things to do with food
The EATINGis the best!

She'll Be Eating Good Raw Vegetables

She'll be eatin' good raw vegetables when she comes (yum)
She'll be eatin' good raw vegetables when she comes (yum)
She'll be eatin' good raw vegetables,
She'll be eatin' good raw vegetables,
She'll be eatin' good raw vegetables when she comes
She'll ge eatin' oatmeal cereal when she comes (slurp)
She'll be eatin' good raw carrots when she comes (crunch)
She'll be peeling a banana when she comes (bite)
She'll be eatin' a big fat sandwich when she comes (chew)

Breakfast Ready



Breakfast ready
Breakfast ready
Sister Sue
Sister Sue
We are having pancakes
We are having pancakes
Just for you.
Just for you.

Breakfast ready
Breakfast ready
Brother Bill
Brother Bill
Scrambled eggs and bacon
Scrambled eggs and bacon
Eat your fill.
Eat your fill.

Come to breakfast
Come to breakfast
On the run
On the run
Milk and fruit and muffin
Milk and fruit and muffin
For everyone
For everyone

My Body's Growing Strong

Tune: Blue Tailed Fly

When I was young, I used to think
I liked few things to eat and drink.

I ate the pie and coke and cake,
And forgot about my body's sake.

Gimme good food--cause I do care
Gimme good food--cause I do care
Gimme good food--cause I do care
My body's growing strong!